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EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Education, *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

Curriculum Guides, Flow Charts, *Learning Modules, *Office Occupations Education, *Recordkeeping, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Recordkeeping II curriculum. The guide contains nine learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The nine modules cover the following topics: recordkeeping for sales and accounts receivable; recordkeeping for purchasers and accounts payable; automated data processing; recordkeeping for a service business general ledger; recordkeeping for a trading business general ledger, accounts receivable ledger, accounts payable ledger; sales taxes for a retail business; recordkeeping for employees' wages; and finding a job. Methods of evaluation and a time frame for using the materials are included, along with a list of visual aids and a bibliography. A description of the minimum competencies students should achieve by the end of the course also is contained in the guide. (KC) literacy programs. Based on the collective input and refinement of national leaders in adult basic education, the handbook provides coverage of program planning, staff development, student recruitment and retention, instructional approaches and techniques, instructional materials, and evaluation, among other concerns. Each chapter of the handbook has been written to stand alone. Following introductory material describing the handbook's purpose, development, and intended audience, the guide is divided into two parts. Part 1 focuses on organizing an adult literacy program, and includes chapters on preparing for an adult literacy program; public relations in a literacy program; delivery of instructional services; staffing; selecting instructional approaches and materials; and planning for evaluation, including means of assessment and steps in evaluation. Part 2 concentrates on the management of adult literacy programs, covering the following material: working with adult learners; recruiting adult learners; the instructional program for adults; and retaining learners in adult literacy programs. Examples of recordkeeping systems for adult literacy programs are included in the handbook's appendix. (KC)

Curriculum which reflects all skills required to be a continuing education programmer or coordinator. (A DACUM chart is provided.) Seven chapters correspond to the seven general areas of competence programers are expected to perform: assess community needs, plan courses and programs, promote and market courses and programs, manage courses and programs, manage personnel, practice communication skills, and conduct evaluation. Each chapter is organized by the enabling skills making up the area of competence. Basic information is provided about each area. Case studies are sometimes provided as examples and explanations of incidents that may be encountered. Other materials provided include checklists or lists of guidelines to organize activities and samples of program materials and resources. An annotated list of sources for further reading appears at the end of each chapter. An index is provided. A final section contains a copy of the Ministry of Education's Continuing Education Mini-Resource Library'' catalog listing available reports and curriculum resources. (YLB)

ED 205 742 CE 029 733

Caputo, Colleen C. Haymore, Judy

The Value of Home Economics Education: Observations of Students, Teachers, and Parents.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Pub Date-Jul 81
Note-104p.
Available from-Division of Occupational and Vocational Studies, Pennsylvania State University, University Park, PA 16802 ($5.00).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitudes, *Case Studies, Child Development, Clothing Instruction, Consumer Education, Equipment, Family Relationship, Foods Instruction, *Home Economics, Home Economics Skills, Home Furnishings, Housing, *National Surveys, Nutrition Instruction, Occupational Home Economics, *Outcomes of Education, Parent Attitudes, Parenthood Education, *Program Effectiveness, Program Evaluation, Secondary Education, *Student Attitudes, Teacher Attitudes, Textiles Instruction, Vocational Education
Identifiers-Future Homemakers of America, National Census Study (Home Economics)

Increasingly, educational evaluators are using studies of individual students in a program, reporting their academic and community background, dimensions of the program in which they were enrolled, and the benefits to the students after completing or leaving the program as a measure of the success of the programs. The case studies in this publication are self-reports of successful students (and sometimes parents or teachers) in vocational economics education programs both consumer and homemaking, and occupational. These case studies supplement the National Census Study of homemaking and consumer programs. The study identified what is being taught and who is served by vocational consumer and homemaking programs in the secondary schools, while the case studies reveal how the programs are being used by and affecting the students enrolled. This report is divided into eight sections. The first section provides an overview of the consumer and homemaking program. The next six sections are alphabetically arranged by the six subject matter areas identified: child development/parenting; clothing and textiles; consumer education and management; family relations; food and nutrition; and housing, home furnishings, and equipment. The final section deals with the Future Homemakers of America organization. Each section consists of a brief summary of the findings of the National Census Study for each area, followed by the individual success stories applicable to the particular subject matter of the section. (KC)

Smeltzer, K. K. Santini, D. J.
Employment from Solar Energy: A Bright but Partly Cloudy Future.
Argonne National Lab., Ill.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Aug 79
Contract-W-31-109-Eng-38
Note-12p.; Paper presented at the Conference on Scale Renewable Energy (Boulder, CO, August 2-22, 1979). Not available in paper copy due to marginal legibility.
Available from-National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Analysis, *Employment Opportunities, *Employment Projections, *Facility Requirements, Labor Market, Labor Needs, *Power Technology, *Solar Radiation
Identifiers-Impact

A comparison of quantitative and qualitative employment effects of solar and conventional systems can prove the increased employment postulated as one of the significant secondary benefits of a shift from conventional to solar energy use. Current quantitative employment estimates show solar technology-induced employment to be generally greater than for conventional technologies. Discussing the qualitative employment effects focuses on the relative size and spatial distribution of the various technologies. The effects of solar systems are more positive than those of conventional energy facilities. This is due to the small size, dispersed locations, and gradual implementation of solar heating and cooling of building (SHACOB) systems. (YLB) issues and their implications for practitioners. The final sections include a brief summary and a listing of bibliographic references and other resources. (LRA)

ED 205 794 CE 029 833

Crank, Ron
Fossil Fuels.
Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-Jun 81
Contract-81-133-10
Note-32p.; For related documents see CE 029 829-838.
Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Conservation (Environment), Conservation Education, Energy, Energy Conservation, *Fuels, Learning Activities, *Petroleum Industry, *Pollution, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers-Environmental Problems, *Fossil Fuels

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with fossil fuels. Some topics covered are historic facts, development of fuels, history of oil production, current and future trends of the oil industry, refining fossil fuels, and environmental problems. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB) made for adult education for women. Reports were presented on five group discussion topics. The conference program is appended to the publication. (KC) skills and supportive family relationships, emotional needs, health and family planning, crisis counseling, social services, and academic and vocational needs. This model home and family life program in an educational setting is presented as a catalyst to best serve the comprehensive needs of the young family. (Author/JAC) strategy/effort type attributions, whether by experimental manipulation or preselection, expected more success, expected more improvement with practice, displayed higher levels of motivation, and performed better at the task than did subjects who made ability/trait type attributions. (Author/NRB)

Metalinguistic skill is the ability to assume an objective attitude toward language. Metalinguistic awareness is less easily acquired and appears later developmentally than speaking and listening skills. What one needs to know to perceive and use language is not necessarily the same thing that one needs to know to reflect on and comment on language. Empirical studies have disclosed individual variation in metalinguistic functioning even among adolescents and adults whose overall language competence appears to be quite similar. Nineteen fourth grade students were interviewed in a study that explored metalinguistic awareness and its variation in upper elementary school children. In addition to the interview, each child completed a self-report instrument to gauge reading ability and attitudes toward reading and language-related activities. Children's judgments were examined by means of four tasks language objectivity, grammaticality, illicit conjunction and comparison, and ambiguity. Preliminary inspection of the data revealed that children in the same grade, of approximately the same age, and in the same classroom show a wide range of performance on these metalinguistic tasks. (HOD)

tended to repeat, acknowledge, or praise that child's answers more frequently than those of the other children. The findings of the study suggest that the problem of how to interact with a group of children rather than with one child can be resolved by routine use of a familiar participation pattern by using exactly the same set of tasks. Such a pattern would allow the teacher to gradually diminish his or her role in the learning process. (FL)

ED 205 963 CS 206 427

Baughman, James L.

The Strange Birth of 'CBS Reports''' Revisited.

Pub Date-Aug 81

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Industry, *Broadcast Television, Case Studies, *News Reporting, *Programing (Broadcast), Socioeconomic Influences

Identifiers-*Broadcast History, *CBS Reports

Aired by the Columbia Broadcasting System (CBS) during the 1960s, CBS Reports'' proved to be one of that network's most honored efforts at television news coverage. CBS chairman, William S. Paley, based his decision to air the show on the presence of a sponsor and in response to the prospect of an open-ended Federal Communications Commission (FCC) inquiry into network operations and a critics' tempest over the departure of another CBS News Program, See It Now.'' The path of CBS Reports'' serves to illustrate two points: the economics of programing in the 1950s did matter greatly to at least one network deciding for prime time news, and critics and regulators probably did influence such determinations. (HOD)

ED 205 985 CS 206 537

Aoki, Elaine

Turning the Page''/The Appropriate Use of Asian American Children's Literature in the Classroom.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-May 81

Note-13p.

Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Asian Americans, Attitude Change, Books, *Childhood Attitudes, *Childrens Literature, Elementary Education, Ethnic Bias, *Ethnic Stereotypes, Language Arts, *Multicultural Education, Reading Aloud to Others, Reading Instruction, Reading Materials, *Reading Material Selection

Intended for reading and language arts teachers of multiethnic classes, this report discusses the use of children's literature featuring Asian American characters and how these books can have a negative or positive influence on attitudes toward and of ethnic groups. The first part discusses the importance of presenting Asian American children's literature appropriately and how misuse can have a damaging effect on children of Asian descent. This section also reviews studies that show how exposure to ethnic literature can influence attitudes positively or negatively and presents guidelines for evaluating Asian American children's books. The second section is an annotated list of 12 recommended Asian American children's books. The third section presents ideas and strategies for teaching Asian American folktales, playing with language sounds, comparing cross-cultural experiences, examining history, and experiencing Asian American history through role playing. (HTH)

Criteria, Grade 4, Grade 5, *Instructional Materials, *Language Arts, Media Selection, *Research Methodology

A policy capturing approach was used in a study that investigated teacher judgment during the selection of instructional activities. This approach uses a simple (usually linear regression) model to reproduce the inferential responses of a particular judge. Central to the approach is the manner in which the judge weighs and combines information in the form of discernable cues or features of the objects being judged. Nineteen fourth and fifth grade teachers were given descriptions of 32 language arts instructional activities reflecting five dimensions that teachers use to judge the quality of teaching materials: (1) amount of student involvement, (2) difficulty for students, (3) integration with other skills or subject matter, (4) demand on teacher time, and (5) fit between stated purpose and instructional process. Individual and composite models showed that integration, difficulty, and demand were the most influential judgment dimensions for the teachers. However, the findings suggest that in a realistically complex judgment task teachers use a wider variety of information than can be represented adequately by a linear regression model. (FL)

ED 206 030 CS 503 568

Meyrowitz, Joshua

Analyzing Media: Metaphors as Methodologies.

Pub Date-Nov 80

Note-16p.; Paper presented at the New England Conference on Teaching Students to Think (Amherst, MA, November 14-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Communication (Thought Transfer), *Critical Thinking, Higher Education, *Mass Media, *Metacognition, *Metaphors, *Teaching Methods

Students have little intuitive insight into the process of thinking and structuring ideas. The image of metaphor for a phenomenon acts as a kind of methodology for the study of the phenomenon by (1) defining the key issues or problems; (2) shaping the type of research questions that are asked; (3) defining the type of data that are searched out; (4) shaping the language in which the problem and results are expressed; (5) determining the procedures that are used to examine and collect data; and (6) determining what problems, questions, data, and procedures are ignored. For example, the most common metaphor for a medium is that it is a kind of conveyor belt.'' The medium is seen as a passive delivery system of important messages. A very different metaphor for a medium is that it is a language,'' that is, a specific way of encoding a message. This leads to the analysis of production variables or a study of the expressive potential of the particular medium. In television and film such variables as shot selection, choice of lens, camera angles, and so on can be studied to see how they affect perception and interpretation of the content. A third possible metaphor in media research is environment.'' The medium is seen as a type of social context or social situation that includes and excludes participants. The use of metaphors is one way to start students thinking about thinking before they fully realize it. (HOD) the characteristics of the sample, type of outcome, quality of the study, method of collecting viewing data, mean hours of viewing, and strength and direction of observed relationships. A total of 274 effects were coded, converted to a common measure through techniques of research synthesis, and subjected to analysis of variance. Results indicate that the overall effect of hours of television viewing is negative, though small. Effects are slightly positive for up to ten hours of viewing a week, but become negative and increasingly deleterious for up to 35 or 40 hours a week. Females and children of high IQ are more adversely affected than other groups. An annotated bibliography and descriptive statistics are appended. (WD) were the strategies used. It was also found that changes in student behavior could be obtained either by working directly with students or with the adults around them. Finally, the evaluation results indicated that different situations must be met with different intervention techniques. (Author/PGD)

ED 206 090 EA 013 829

The Political Economy of Education. A Bibliography of Ford Foundation Supported Publication, 1968-1980.

Ford Foundation, New York, N.Y.

Pub Date-Apr 81

Note-92p.

Available from-The Ford Foundation, P.O. Box 559, Naugatuck, CT 06770 ($4.50).

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Educational Research, Elementary Secondary Education, *Finance Reform, *Financial Support, Grants, Philanthropic Foundations, Property Taxes, Publications

Identifiers-*Ford Foundation

Since 1970 the Ford Foundation has devoted $27 million to the support of school finance reform. The foundation had two goals in this effort: to bring intellectual strength to a field that for years had not attracted broad scholarly interest and to assist national and state groups working to reform inequitable systems. A considerable volume of research has been produced from 1968 to 1980 under the auspices of the foundation. This bibliography lists nearly 500 foundation-supported books, reports, and articles on school finance and related issues. An index of organizations that have received funds from the foundation is included. (Author/WD)

This paper examines the relationship between the evaluation (for both behavior and academic work) and authority systems of public high schools and the extent to which students in those schools become disengaged. Student disengagement is reflected in student absenteeism, low-level student participation in school, and student participation in negative activities in school. The theory of evaluation and authority developed by Sanford Dornbusch and W. R. Scott is used to identify problems in the evaluation system for high school students and to examine their impact on student disengagement. Detailed interviews were conducted with 65 high school students from two suburban mid-western high schools. Students were asked to respond to questions about the impact of the school's evaluation system on them personally and then to report on the extent to which they declined to participate or participated at low levels in the school program and the extent to which they participated in negative activities in school. The interviews revealed an association between the problems in the school evaluation system and student disengagement from school. These results help explain those from earlier studies and suggest changes in school policies that could reduce student disengagement. (Author/MLF)

ED 206 134 EC 133 588

Bodner-Johnson, Barbara

Families and Their Learning Environments for Deaf Children: A Theoretical Position.

Pub Date-Apr 81

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, *Deafness, *Family Environment, Family Influence, Personality, *Theories

The paper describes a theoretical framework for the study of cognitive and affective behavior of deaf children that relates social-psychological family variables and global classificatory variables to children's outcomes. An interactionism framework assuming that behavior is the result of continuous interaction between persons and the situations they encounter in their environment comprises the conceptual position. A review of theoretical positions constructed by K. Lewin in his field theory of personality, by H. Murray's work on the development of personality, in K. Marjoribanks' reanalyses of much family environment research, and finally, an analysis of the past research of deaf children and the current state of the art guide for this theoretical framework. (Author) correcting process, and (3) the level of skill in questioning techniques. A description of both weekends is included as well as an analysis of the data on the monitors. Also included is an outline of the intervention in-service session. Appendices provide the original proposal to the government for the weekends, observation collection charts, a resume of monitors' questionnaires, and the intervention in-service materials. (AMH) interviewer. However, the assessment of oral proficiency did change significantly from an interview'' style to a reporting'' style, when subjects spoke on different topics. Although there is a lack of stability and low reliability and validity present in the FSI Oral Interview, the test does provide an excellent setting for a variety of tests for different communicative variations. (Author/JK)

ED 206 198 FL 012 504

Percival, W. Keith
Sex and Gender in Natural Language.
Kansas Univ., Lawrence. Dept. of Linguistics.
Pub Date-81
Note-16p.; In its Working Papers in Linguistics, Volume 6, p1-15, 1981.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English, Feminism, Finnish, Form Classes (Languages), *Greek, *Indo European Languages, *Language Variation, Morphology (Languages), *Sex Bias, Uralic Altaic Languages
Identifiers-*Gender (Language)

The relation between a real-world category (sex) and a linguistic category (gender) is examined. The gender system of Indo-European languages is discussed, and the way gender works in Greek, one of the older Indo-European languages, is examined at some length. The conclusion is that, but for the existence of separate gender-sensitive adjectival and pronominal forms, grammatical gender would not exist in a language like Greek. Total loss of grammatical gender in a language like English happens when adjectival endings signaling gender distinctions disappear by way of phonetic change. The gender system in Finnish, a language without grammatical gender, is described. Finally, a few general comments are made on the question of the relation between sex and gender and on efforts by the feminist movement in the United States to rid English of what are termed sexist words. (Author/AMH) new challenges and problems in the 1980s. Accomplishment of the new goals was targeted for 1985. This report has four chapters. Chapter one summarizes the goals and recommendations of the task force on undergraduate, graduate, and first-professional program accessibility; underrepresented fields of study, retention, student financial aid, employment of black faculty, administrators, and other professionals; enhancement of historically black institutions; governing boards; evaluation and implementation; and institutional budgeting. Chapter two reviews the legal background of the 1974 plan and outlines the task force's philosophical position on equal educational opportunity. The third chapter is an assessment of the present status of equal educational opportunity in the state, and chapter four gives the analysis and rationale for the numerical goals and program recommendations adopted by the task force. The new goals include (1) insuring equal postsecondary educational access; and (2) preserving the viability of historically black institutions. A section contains extensive data tables on state and institutional demographic, enrollment, retention, and staffing characteristics. Technical appendices include projections of the 1985 black high school graduates and 1985 black full-time freshmen, and notes on the development of the 1985 graduate other-race enrollment goals. (MSE)

This guide is part of the Project BORN FREE training series for teachers, counselors, administrators and parents, designed to increase their awareness of adolescent career development patterns. The materials contain a set of independent learning strategies which combine to provide an intervention model for use at the secondary school level. Facilitator instructions, the group process, the change process, and evaluation methods are detailed. The six chapters define objectives and methods for facilitating career development, and outline a curriculum. Several uses for the training packets are suggested, including inservice workshops, staff development, and classroom presentations. A sample workshop and course designs are presented as well as summary of the literature review. (Author/KMF) parental permission. The families of the subjects completed logs of specific television shows watched, and recorded the number of books, newspapers, and magazines read during a four-week period. Results of the analysis indicated that the total amount of television viewed was not related to reading achievement and leisure reading habits. However, an analysis of television content showed a negative relationship between adventure shows and reading scores. (Author/HTH)

ED 205 776 CE 029 788

Simpson, Elizabeth J.

Educating for the Future in Family Life. Information Series No. 228.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-76-0122

Note-43p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).

Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Development, Child Rearing, Children, Clothing, Consumer Education, *Family Environment, *Family Life, Family Life Education, *Family Problems, *Family Structure, Females, Food, *Futures (of Society), Home Economics, Home Furnishings, *Home Management, Housing, Nutrition, Older Adults, Parent Role, Parents, Social Environment, Social Influences, Sociocultural Patterns

This paper utilizes knowledge gained from work on future issues related to families, the work of futurists on social trends and technological development, and recent studies in home economics to draw conclusions regarding what people will need to know in the 1980s and beyond to be intelligent consumers and effective homemakers. The first of six major sections included in the paper examines trends, research, and projections for the future in the various aspects of family life. Section 2 focuses on major concerns in the area of child care and development, including alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of narcissism on families, and the role of parents vis-a-vis the experts in matters of child care. Other sections included in the paper focus on consumer education, home management, housing and home furnishings, and nutrition and food/textiles and clothing. In the concluding section, the social context of consumer and homemaking education is considered. (CT)

ED 205 813 CE 029 879

Update of Oregon Vocational Project Review System (Promising Practices). Final Technical Report, July 1, 1980-June 30, 1981.

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
Spons Agency-Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-30 Jun 81
Grant-50-004-298
Note-32p.; For a related document see CE 029 644.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Demonstration Programs, Diffusion, Disabilities, *Educational Innovation, Educational Research, Guides, *Information Dissemination, Instructional Innovation, Postsecondary Education, *Review (Reexamination), Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, *Vocational Education
Identifiers-Oregon, *Program Review, *Promising Practices Diffusion Project

The purposes of a project were to update both the Oregon vocational research and exemplary project review system and the handbook, Promising Practices in Oregon Career and Vocational Education. A management team guided project staff in revising the data collection methodology and selection process. Interim accomplishments included review of literature, collection of project documents, review of project documentation, and review of the model. Sixty-six promising practices appearing in the 1979 edition of the handbook were reviewed. Thirty-three were updated, rewritten, and included in the 1981 handbook; the other 33 were deleted. Of 21 new projects or innovations examined, eight were included in the new handbook without reservation and five with reservation. Practices included in the handbook addressed career awareness, exploration, preparation, and specialization. Fifteen of them sought to reduce sex bias and sex role stereotyping. Public schools were the leading developers of practices. It was concluded that practices may have been designated as promising if credible evaluation had been conducted, if means were available for communicating them to others, and if better documentation were available. (Appendixes include the revised review process, revised innovation review sheet, and innovation selection criteria.) (YLB)

Ammons, Paul And Others
Surviving a Move: Sources of Stress and Adaption Among Corporate Executive Families.
Pub Date-Oct 80
Note-14p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Coping, *Depression (Psychology), *Family Mobility, Family Problems, *Occupational Mobility, Problem Solving, Promotion (Occupational), *Relocation, Sex Differences, Spouses, *Stress Variables

Relocation caused by employment transfers may favorably affect the attainment of career and financial goals; however, it is experienced as a stressful situation by many families and may create traumas for individual family members. If variables can be isolated that contribute to a family's adjustment to a new community, coping strategies may be developed which will enable families to minimize the psychological and emotional impact of relocation. The specific sources of stress among 122 recently transferred executives and their spouses were examined. Respondents completed questionnaires designed to elicit demographic information and information pertaining to their personal experiences and adjustments following relocation. Results indicated that after relocation, women experienced boredom, loss, depression and loneliness significantly more than men; men were significantly more enthusiastic than their wives. Respondents cited dissatisfaction with house-hunting and financing, moving companies, and quality of education in the new communities. The findings have implications for families, communities and corporations which may contribute to the family's adjustments to relocation. (NRB)

Breckler, Steven J. Greenwald, Anthony G.

Favorable Self-Referent Judgments Are Made Faster Than Non-Favorable Ones.

Pub Date-May 81
Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychologial Association (53rd, Detroit, MI, April 30-May 2, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Cognitive Tests, Computer Assisted Testing, Conceptual Tempo, *Personality Traits, *Reaction Time, *Recognition (Psychology), Response Style (Tests), *Self Concept, *Self Evaluation (Individuals)

Judgments that favorably set an individual apart from others tend to be made more rapidly, suggesting that the self-concept is both an effective and a cognitive entity. Subjects rated the self-applicability of traits on a 100-point scale. As in other studies using dichotomous judgements, judgement speed increased with increasing self-applicability of traits. Independently, judgements that favorably set the subject apart were made rapidly. Overall, recognition accuracy was appropriate for traits previously judged. (Author/JAC)

ED 205 876 CG 015 368

Shachar, Sandra A.

The Use of Homosexuality as a Psychiatric Diagnosis for Women.

Pub Date-Mar 81
Note-17p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, Clinical Psychology, *Females, *Labeling (of Persons), *Lesbianism, *Mental Disorders, Personality Problems, Problem Solving, Psychiatric Services, Psychological Evaluation, *Self Congruence, Stress Variables

Although research on homosexuality has utilized psychiatric patients as subjects, few studies have examined the use of homosexuality as a psychiatric diagnosis. Using the Diagnostic and Statistical Manual of Mental Disorders (DSM) definition of homosexuality as a psychiatric disorder only when homosexuality is ego-dystonic, an intensive review of the psychiatric records of 26 women diagnosed as homosexual was conducted. Demographic variables, clinical information, other diagnoses, and treatment procedures were examined. Patients were classified as either dystonic, experiencing a developmental crisis, being a legal referral for sexual conduct, or being concerned with other problems. The relationship of the homosexuality diagnosis to the actual presenting problem was rated as either directly related, partially related, unrelated, or not supported. Data analyses suggested that none of the 26 patients formally diagnosed as homosexual fit the DSM criteria for sexual orientation disturbance, and most had predominant psychiatric concerns other than sexuality. Homosexuality was inappropriate as a primary diagnosis for one-third of the sample, and of questionable relevance as a secondary diagnosis for the rest. These findings question the use of homosexuality as a diagnosis. (NRB)

ED 205 920 CS 006 219

Shimron, Joseph Navon, David

The Dependence on Graphemes and on Their Translation to Phonemes in Reading: A Developmental Perspective. Technical Report No. 208.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Haifa Univ., Mount Carmel (Israel). School of Education.; National Inst. of Education (ED), Washington, D.C.

Pub Date-Jun 81

Contract-400-76-0116

Note-55p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Students, *Decoding (Reading), Elementary School Students, Grade 4, *Hebrew, *Phoneme Grapheme Correspondence, *Reading Research

Children and adult readers were compared for the degree to which they were able to avoid grapheme-to-phoneme translation in word naming, for how much they benefited from redundant phonemic information, and for the degree to which they were disturbed by minor changes in graphemes that were still phonemically appropriate. Hebrew was the target language of the study, because a change of vowel signs in Hebrew may or may not involve a change in the phonemic value of the words. Also, Hebrew readers begin reading instruction with words in which vocalic information is transmitted by vowel signs written below and above the letters, later learning to read the same words without the vowel signs. The 80 fourth grade students in the study were asked to name Hebrew words by their letters only, with the words sometimes vowelized'' correctly, sometimes either unvowelized'' or misvowelized'' in a way that either preserved or did not preserve phonemic values. When these data were compared with related data on college students, it was found that both the children and the adults were unable to resist grapheme-to-phoneme translation, that both children and adults benefited from redundant information in their normal reading, and that children, but not adults, were sensitive to minor changes in graphemes that still preserved phonemic values. (Author/RL)

ED 205 942 CS 006 257

Irvin, Glenn Moseley, Ann

Some Recommended Adolescent and Adult Novels in Northeast Texas, 1980.

Pub Date-81

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature, High Schools, Junior High Schools, Librarians, *Literature, *Novels, *Reading Interests, Reading Materials, *Reading Research, Secondary School Teachers, Surveys

This paper reports the results of a survey of 60 librarians and teachers in Texas as to what they felt were the most often read adolescent and adult novels, and what adolescent and adult novels they would most recommend. Following a description of the methodology for the study, the paper presents some of the subjects' comments about the distinction between adolescent and adult novels, about reading ability, and about the distinction between classic and contemporary literature. The paper then presents the results of the survey, in the form of four lists: (1) the most widely read adolescent novels, (2) the most widely read adult novels, (3) the most often recommended adolescent novels, and (4) the most often recommended adult novels. (HTH)

ED 206 070 EA 013 807

Squires, David A. Huitt, William

Supervision for Effective Classrooms: Five Phases of a Positive Supervisory Experience.

Pub Date-Feb 81

Note-40p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (St. Louis, MO, March 29-April 2, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Environment, Elementary Secondary Education, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Effectiveness, *Teacher Supervision

Identifiers-*Clinical Supervision

The process of teacher supervision is treated in detail in this paper, as it affects both the supervisor and the teacher. In the first section, the domain and assumptions of the supervision process are defined. Next, a format for providing individual supervisory assistance to improve classroom effectiveness is described. In the last section, five phases of a positive supervisory experience are delineated with examples from both a supervisor's and a teacher's point of view. In the vignettes, the technical content of the supervision involves student engaged time and student success. The psychological content deals with how the supervisor and teacher think about their interactions and improvements. (Author/MLF)

ED 206 157 FL 012 364

Scotton, Carol Myers Orr, Gregory John

Learning Chichewa: Book 1, Lessons 1-10. Peace Corps Language Handbook Series.

Michigan State Univ., East Lansing. African Studies Center.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-80
Contract-PC-79-043-1033
Note-552p.; For related documents, see FL 012 365-366.
Language-Chichewa; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-African Culture, African Languages, Communicative Competence (Languages), *Cultural Activities, *Dialogs (Language), *Grammar, *Pattern Drills (Language), Postsecondary Education, Second Language Learning, Textbooks, Uncommonly Taught Languages, Vocabulary Development
Identifiers-*Chichewa, Malawi

These lessons in Chichewa, the official language of Malawi, aim to enable the student to achieve working competency in the language in the shortest time possible. The A'' lessons in the book present basic grammatical patterns through explicit discussions of the patterns involved. The B'' lessons present language in use. They contain dialogs, monologs, narratives, proverbs, riddles, and exercises based on these forms of communication. The text is illustrated with pen-and-ink drawings. (AMH)

ED 206 178 FL 012 482

Purves, Alan C., Ed.

Proceedings of the National Seminar on the Implementation of International Schools (Urbana, Illinois, November 30-December 2, 1980).

Illinois Univ., Urbana. Curriculum Lab.
Pub Date-Jul 81
Note-220p.
Available from-Curriculum Laboratory, 1210 West Springfield Avenue, University of Illinois, Urbana, IL 61801 ($5.00).
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Design, Educational Technology, *International Education, *Program Implementation, Public Support, Rural Areas, *School Organization, Secondary Education, *Secondary School Curriculum, *Second Language Instruction, State Departments of Education, Student Recruitment, Teacher Education
Identifiers-Presidents Comm Foreign Lang International Studies

The President's Commission on Foreign Language and International Studies recommended federal funding to turn 20 existing regional high schools into Language and International Studies High Schools. A seminar on the implementation of that recommendation addressed issues of school organization, student recruitment and selection (including the thorny issue of making the schools available to students of many backgrounds and different levels of ability), technology, teacher training, and corporate and public support. The question of planning curriculum was broken down into different curriculum areas for discussion: humanities (including languages), mathematics and sciences, social sciences, and physical, vocational, and home economics education. The overall goal of the establishment of the schools would be the fostering of international and intercultural understanding. The promotion of such understanding would involve a highly multidimensional and multifaceted approach with strong emphasis on second language preparation. Background papers by prominent individuals are appended; these cover such topics as implementation of international schools at the state level and international education in the rural United States. (JB)

ED 205 690 CE 029 592

Clayton, John

Incorporating Calculators into the Accounting Curriculum. Accounting I.

Mount Vernon Public Schools, N.Y.

Pub Date-Aug 78

Contract-C-141569

Note-26p.; Appendix B will not reproduce well due to small, light print. For related documents see CE 029 590-593.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accounting, Audiovisual Aids, Behavioral Objectives, *Bookkeeping, Business Skills, *Calculators, Course Content, Curriculum Guides, Flow Charts, *Learning Modules, *Office Occupations Education, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Accounting Curriculum. The guide contains four learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The four modules cover the following topics: bookkeeping/accounting cycle for a service business; bookkeeping/accounting cycle for a merchandising business; multi-bookkeeper system; and simulation of a bookkeeping/accounting system for merchandising business. Methods of evaluation and a time frame for using this material are included. A chart of flowcharting symbols, flowcharting methods for solving problems on calculators, a list of audiovisual aids, and a bibliography are also contained in the guide. (KC)

ED 205 708 CE 029 676

Drew, Jenifer D. And Others
Federal Legislation and System Change: The Responsiveness of Consumer and Homemaking Education to the Education Amendments of 1976. Final Report.
CRC Education and Human Development Inc., Belmont, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-21 Jul 81
Contract-400-78-0040
Note-284p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adult Education, Change Strategies, *Consumer Education, *Educational Change, Educational Finance, *Educational Legislation, Federal Aid, Federal Legislation, Federal Regulation, Females, Government School Relationship, History, *Home Economics, Influences, Males, Outreach Programs, Policy Formation, Postsecondary Education, *Program Content, *Program Effectiveness, Program Evaluation, Program Implementation, Public Policy, School Districts, Secondary Education, Sex Fairness, Special Education, State Programs
Identifiers-*Education Amendments 1976

A study was conducted to determine the extent to which federal policies, as defined in the Education Amendments of 1976, have affected the content and objectives of Consumer and Homemaking Education (C&HE) programs. The study was conducted during 1978 through 1981 in 10 states. More than 500 federal, state, and local educators and administrators were interviewed, and 100 local programs were observed. In addition, an analysis of federal and state expenditures and enrollment data was conducted. The study drew the following four conclusions: (1) targeted programs with special needs and secondary Adult Living'' classes are most responsive in terms of content, student population, and sex equity; (2) Subpart 5 (that deals with C&HE), as written, does not ensure that states use federal money to provide C&HE programs to those who need them most; (3) federal funds have their greatest potential to prompt responsiveness when they support outreach programs for adults, inservice training staff, and administrative staff, and are given to programs that specifically reflect federal priorities; and (4) C&HE has an appropriate role within vocational education as an adjunct to wage-earning programs. From these conclusions a general recommendation was made that the upcoming legislation should clarify Congressional intent and limit the federal role in C&HE to providing support for only those activities which are most consistent with federal priorities. (KC)

ED 205 725 CE 029 703

Kidd, Frank E. Embry, Judy K.

Developing a Career Planning Center. Occupational Education Research Project Final Report.

Wilson County Technical Inst., N.C.
Spons Agency-North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.
Pub Date-Aug 81
Note-189p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Ancillary School Services, Career Counseling, Career Education, *Career Planning, Community Colleges, *Counseling Services, Counselor Role, Educational Facilities, *Educational Facilities Planning, *Evaluation, Financial Support, *Information Centers, Occupational Information, Personnel Needs, *Program Development, Program Implementation, Public Relations, Two Year Colleges
Identifiers-*Career Centers

Designed as a guide for those community college institutions developing a career planning center, this handbook presents a model for planning and implementing such a center. Options for centers are suggested for three levels of development and staffing: self-directed, intermediate, and comprehensive. Chapter 1 outlines the rationale and possible purposes for a career center. Chapter 2 describes a process for planning a center and details needs assessment, funding, advisory board formation, and goal setting. General considerations for physical facilities and room layouts are discussed in chapter 3. Chapter 4 offers staffing options and describes staff responsibilities. In chapter 5 various materials and resources are discussed and suggestions made regarding material selection and acquisition. Chapter 6 describes services and activities utilizing these resources. Chapter 7 discusses public relation strategies for the career center. The importance of evaluation is emphasized in chapter 8. Practical suggestions for evaluation of resources, services, and outcomes are included. Appendixes, amounting to over one-half of the handbook, include an annotated bibliography, sample forms and instruments, and reports of surveys of clients of career centers. (YLB)

ED 205 899 CS 006 193

McIntyre, Janice L.

Nontraditional Strategies for Nontraditional Students.

Pub Date-81

Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Change Strategies, Educational Resources, *Language Skills, *Learning Problems, *Nontraditional Students, Postsecondary Education, Reading Instruction, Self Concept, *Student Improvement, *Student Needs, Student Problems, *Study Skills

Noting that educators have progressed considerably in the development of instructional and institutional strategies for nontraditional students, this paper provides a chart summarizing possible solutions to the various problems of such students in postsecondary education. Dealing with both affective and cognitive domains, the chart lists areas of weakness common in nontraditional students, such as limited vocabulary, test anxiety, alienation, lack of direction, poor self-image, and poor study skills. For each weakness or problem area, a possible solution or suggested resource is offered. A bibliography lists resources that work well with the nontraditional student, including self-help and quick-reference materials. (RL)

ED 206 050 EA 013 769

Selected Papers in School Finance. Working Papers.
National Inst. of Education (ED), Washington, D.C. School Finance Project.
Pub Date-Mar 81
Note-421p.; For individual chapters, see EA 013 770 and EA 013 772-776. See ED 191 142 for Chapter 2, pp 91-158.
Pub Type- Opinion Papers (120) - Books (010) - Reports - General (140)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Cost Indexes, *Educational Finance, Elementary Secondary Education, Equalization Aid, Expenditure Per Student, *Finance Reform, Fiscal Capacity, Measurement Techniques, School Support, *School Taxes, State Aid, Surveys
Identifiers-*Equity (Education), Municipal Overburden, School District Wealth, Tax Limitation Efforts, Taxpayer Equity, Wealth Neutrality

Seven papers examine a number of issues that have dominated school finance research and policy in the 1970s. Among the topics covered are revenue limitation movements and school finance reform, with papers on experiences in California and Nevada; educational equity, including equity in both taxpayer rates and expenditures per student; price indices for educational inputs measures of school district wealth and the effects of urban fiscal stress on educational financing. A preface briefly summarizes the papers. (Author/RW)

ED 205 964 CS 206 440

Becker, Lee B. Rafaeli, Sheizaf

Cable's Impact on Media Use: A Preliminary Report from Columbus.

Pub Date-Aug 81

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Cable Television, Commercial Television, *Media Research, Newspapers, Radio, Television Research, *Television Viewing, *Use Studies

Identifiers-*Media Use

A study examined the use of cable television in the context of general patterns of media use and habits of media users. Data came from telephone interviews with approximately 600 household heads, a third of whom did not subscribe to cable television. Information gathered included respondents' use of newspapers, television, and radio. Cable subscribers were asked their reasons for subscribing to cable television, the programs they watched on cable, their satisfaction with those programs, and the impact of cable television on their normal media use habits. Results showed that cable television subscribers were drawn disproportionately from home owners, married viewers, and those with children at home. Movies were most often viewed by those who rented their homes, single viewers, and the young. Sports programs were more popular with renters than with home owners, the young, and the male audience members. Religious programs were more popular with the stable, older members of the audience, and with those who had less formal education than with audience members who were more highly educated. In terms of the effect of cable television on the use of other media, the findings were inconclusive. There was, however, a suggestion that use of radio for news and weather information was adversely affected by cable use. (FL)

ED 206 008 CS 206 568

Bogdan, Deanne

Is It Relevant and Does It Work? Reconsidering Literature as Rhetoric.

Pub Date-May 81

Note-23p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English Instruction, High Schools, Influences, *Literary Criticism, *Literature Appreciation, Reading Material Selection, *Rhetoric, Student Reaction, *Teaching Methods

Identifiers-Killers (The), Man for All Seasons (A)

Noting that for some time, the theory of literature has been supplanted by other disciplines as the major influences on the teaching of English in the secondary schools, this paper challenges the assumptions underlying two major principles for selecting and teaching literature: the social relevance of its subject matter and its immediate impact on students. The paper notes that both these criteria espouse a Platonic view of criticism, which regards literature and literary response in terms of its rhetorical effects rather than its aesthetic structure. It then offers analyses of two works, Ernest Hemingway's The Killers'' and Robert Bolt's A Man for All Seasons,'' as examples of how content and feeling'' approaches to literature can misconstrue literary meaning, affect the role of the teacher, and influence educational policy. Finally, the paper suggests an alternative approach that argues for the critical response and the perception of literary form as the basis for literary experience and curriculum design. (FL)

ED 206 091 EA 013 833

Dunstan, Jeffrey F.

An Ethnographic Study of the Decision-Making Processes and Leadership Behavior at the Schoolwide Level in Selected Secondary Schools.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-572
Pub Date-Feb 81
Grant-OB-NIE-G-81-0009
Note-357p.; Report from the Project on Studies of Administration and Organization for Instruction. Ph.D. Dissertation, University of Wisconsin.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Administrator Role, *Decision Making, Individualized Instruction, *Leadership, *Leadership Styles, *Principals, Role Theory, School Organization, Secondary Education, *Teacher Administrator Relationship, Teacher Participation

This study used field study methodology to identify and describe decision-making processes and leadership behavior at the school-wide level in secondary schools that individualize their educational programs. Indepth interviews, observations of groups and individuals, and analysis of documents were used to obtain the basic data. Two senior high schools and two middle schools were chosen for observation in this study. Decision-making in the schools was analyzed in terms of decision content, stages, involvement, and constraints. Structural, participative, and supportive leadership behaviors were also identified, described, and analyzed. The first chapter includes an introduction to the study, its background, the statement of the problem, and the significance of the study. Chapter 2 includes a description of the design and methodology of the study. The data for each school are presented in chapter 3. Chapter 4 contains a review of the relevant theoretical literature. In chapter 5 the data are analyzed across the schools. Chapter 6 contains an overview of the study, a summary of the major findings and conclusions, and implications for both practice and further research. A bibliography, questionnaire, initial interview schedule, and pertinent forms and letters conclude the study. (Author/MLF)

ED 206 113 EA 013 917

Natriello, Gary Mitchell, Theodore

Institutions of Meaning: Changing Conceptions of Educational Organizations in American Society.

Pub Date-Apr 81

Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization, Bureaucracy, Centralization, Educational Assessment, Educational Environment, *Educational History, Governance, *Models, *Organizational Theories, *School Organization, Secondary Education, *Social Environment, Social Indicators, Social Influences

This explorative essay considers some new developments in open-system theories of organizational interaction with relevant environments that might be useful for educational historians. The authors explore ways in which changes in the social meaning of the American high school may have led to structural and functional changes. Three dimensions of the organization of schools are utilized for analysis: the extent to which school structures are differentiated, the nature of the indicators used to signify school performance, and the changes that take place in the structure and operation of schools. An additional three dimensions are used to define social meanings, or shared conceptions, about school organizations: prestige, distinctiveness, and exclusivity. The three dimensions of the social meanings of school organizations are theorized to be related to the three dimensions of school organizations. This approach is illustrated in an examination of the changing social conceptions of the American high school. Major shifts in the social meaning of the American high school are argued to have occurred in the change of the high school from an elite to a mass institution between 1900 and 1920, and in the 1954 Brown decision by the Supreme Court. (Author/MLF)

Kreimeyer, Kathryn H.

Sign Language for a Nonverbal Child: A Facilitator or Inhibitor of Vocal Speech?

Pub Date-Apr 80

Note-17p.; Paper presented at the Rocky Mountain Psychological Association Convention (Tucson, AZ, April 10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism, Nonverbal Communication, *Sign Language, *Speech, Young Children

A 4 1/2 year old autistic-like child participated in a sign language training program using nine words, each with a corresponding toy and play activity. For each word the teacher held up the appropriate toy and said, or under the sign condition said and signed, the corresponding word. The S learned to sign, but the introduction of sign training had little of any effect on speech. Methodological considerations dictated that the only conclusion is that discriminative control was established for signing during sign training sessions and for speech during speech training sessions. The S learned skills (following instructions, imitating) during sign training which are often considered prerequisites to speech. (CL)

ED 206 199 FL 012 506

Rodriguez-Brown, Flora V. Elias-Olivares, Lucia

Linguistic Repertoires, Communicative Competence and the Hispanic Child.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 81
Contract-400-79-0042
Note-55p.; Paper presented at the Language Proficiency Assessment Symposium (Warrenton, VA, March 14-18, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Students, Classroom Communication, Communication Skills, *Communicative Competence (Languages), Discourse Analysis, Elementary Education, Ethnography, Expectation, *Hispanic Americans, Language Attitudes, Language Proficiency, *Language Styles, *Language Tests, Language Usage, Language Variation, Linguistic Competence, Linguistic Performance, Morphology (Languages), Parent Attitudes, Pronunciation, School Attitudes, Spanish Speaking, Syntax, Teaching Methods, Videotape Recordings, Vocabulary Skills
Identifiers-*Questions

This paper examines: (1) the use of questions by children at different levels of proficiency in Spanish and English, and (2) the congruency between the language constructs used to measure language proficiency and the natural language repertoire of children as seen in video-tapes of classroom interaction. A quantitative analysis of the data collected on question repertoire indicates that, in general, questions occur more often in the language in which the children are more proficient. The results show no significant difference in the number of questions asked by each child. Discussing measures of language proficiency, it is concluded that a test that measures more than one aspect of language competence is a better predictor of the speaker's communicative competence than one which is limited to a single aspect of that competence. In addition, the paper concludes that tests currently used to measure language proficiency examine aspects of language use that are irrelevant to children's linguistic performance and fail to take into account most of the richness of the children's language repertoire. New test constructs for measuring language proficiency that are more holistic in nature and that are based on what children actually do with language need to be developed. (JK)

ED 206 217 HE 014 205

Fischer, Norman M. Jons, Tom

1978-79 Unit Expenditures Study.

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jun 81
Note-139p.
Available from-Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Education, Community Colleges, *Expenditure Per Student, Fringe Benefits, Full Time Faculty, *Higher Education, Instructional Student Costs, Operating Expenses, Part Time Faculty, Research, State Colleges, State Surveys, *Statewide Planning, Student Teacher Ratio, Teacher Salaries, Teaching Assistants, Trend Analysis, *Unit Costs, Universities, Vocational Education
Identifiers-*Washington

The study analyzes (1) expenditure patterns that relate costs per full-time equivalent student to faculty salaries and benefits, direct instructional support costs and indirect of overhead support costs; (2) overall student/faculty ratios, and (3) average salaries and benefits for three categories of faculty (full-time, part-time, and graduate assistants). Separate sections analyze the departmental administration and health science areas, compare the 1976-77 results to 1978-79, and examine faculty resource allocations as well as research and public service expenditures. In most instances the results are displayed by course level (lower division, upper division, etc.) and institutional type (doctoral and regional universities, The Evergreen State College, and community colleges). The community college data are displayed by academic and vocational categories. Direct instructional costs per FTE student are determined by adding faculty salaries and benefits and direct support cost per FTE student. Total instructional and related costs are the sum of the direct instructional and the indirect or overhead costs per FTE student. Among the findings is that support costs for the vocational programs at the community colleges and the upper division and graduate programs at the regional and doctoral universities are somewhat higher than the lower division academic average costs for direct support. The methodology used to relate student tuition and operating fee levels to the total instructional and related costs is described. Appendices provide data for each individual community college, student credit hour and faculty FTE information by level and discipline, and an outline of the step-by-step process used to allocate indirect costs. (Author/MSE)

ED 205 672 CE 027 100

A Proposal for Demonstration of the Training and Re-Training of Education Decision-Makers for Conducting Career Education Programs. Final Report, October 1, 1978-January 31, 1980.
National School Boards Association, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.-5[illegible]4AH60977
Pub Date-81
Grant-G0078C0014

Note-446p.; Some pages will not reproduce well due to poor print. For related documents see ED 163 226 and ED 167 775.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Career Education, *Consultants, *Educational Cooperation, Films, *Financial Support, Guides, Material Development, National Surveys, Program Development, *Program Implementation, School Business Relationship, School Community Relationship, *School Districts, Staff Development
Identifiers-Education Amendments 1974

This report discusses the third year of a career education project that intended to aid school districts in establishing a collaborative relationship with business, labor, industry, and professional groups within the community and in obtaining permanent local financing of career education programs and to create a cadre of career education consultants nationwide. It begins by summarizing two other National School Boards Association-sponsored career education projects. These third-year activities are then discussed: study of financing career education in local school districts, training seminars, and development of manuals on financing and program implementation and a film, The Partnership in Career Education. The 18-page report is supplemented by four exhibits. One provides the table of contents of Career Education: Support in Policy, a sample policy manual developed by a previous project. A second exhibit is the report of the national study of financing career education by local school districts. The survey instrument is included as a third exhibit. The final exhibit is the approximately 300-page reference manual, Strategies for Incorporating Programmatic Efforts into a District Using Career Education as the Program Example (project exhibit F), which was designed to assist school board members, administrators, and school district staff in implementing a program at minimal cost. It contains a training module for use in a training situation intended to help individuals enter the reference manual. (YLB)

Knaub, Patricia Kain And Others
Home Economics Student's Attitudes Toward Parenthood: Implications for Curriculum Development in the 1980s.
Pub Date-81
Note-17p.; Paper presented at the Annual Meeting of the American Home Economics Association (Atlantic City, NJ, June 1981).
Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, Children, *College Students, *Decision Making, Family Life Education, *Females, Higher Education, Home Economics Education, Marriage, *Parenthood Education, *Textbook Bias, Textbook Evaluation, Textbook Research
Identifiers-*Parenthood

Research on changing attitudes toward parenthood among college students was expanded to include a study of textbooks to determine if they were reflective of the changes. A sample of 980 undergraduate female home economics students in four universities in the Midwest and West Coast areas were involved in this decade retesting of Maxwell and Montgomery's 1969 study. The results of the Timing of Parenthood Study indicated a much greater desire to delay parenthood than had been indicated by the sample in the 1969 study. Marriage and family textbooks, the primary resource commonly used in a family life course, have historically repeated the belief that children are a natural extension of marriage. Increasignly, parenthood based on choice has been introduced into the textbooks, although the implicit message is that parenthood is the better decision. Another source of parenthood encouragement could be the textbooks' theoretical orientation, such as approaching the study of marriage and family from the family life cycle perspective. An implication derived from the research was that the three adult roles work, marriage, and parenthood must be integrated into a comprehensive family life education program, if the educator desires to approach program planning and curriculum development consistent with trends projected for the 1980s. (YLB)

ED 205 795 CE 029 834

Rhea, Dennis

Insulation.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Jun 81

Contract-81-133-10

Note-44p.; For related documents see CE 029 829-838.

Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Conservation Education, Cost Estimates, Energy, *Energy Conservation, *Facility Improvement, *Heating, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers-*Insulation

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with insulation. Its objective is for the student to be able to determine insulation needs of new or existing structures, select type to use, use installation techniques, calculate costs, and apply safety factors. Some topics covered are basics of heat energy, insulating effectiveness, types of insulation materials, areas of building most frequently insulated, estimating insulation amounts, and selecting a reliable insulating contractor. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 856 CG 015 347

Petersilia, Joan

Juvenile Record Use in Adult Court Proceedings: A Survey of Prosecutors.

Rand Corp., Santa Monica, Calif.
Spons Agency-Department of Justice, Washington, D.C.
Report No.-Rand-P-6542
Pub Date Oct 80
Grant-DJ-78-NI-AX-0102
Note-36p.; Some tables are of marginal reproducibility. For related document, see CG 015 350.
Available from-Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Confidential Records, *Court Litigation, Criminals, *Delinquency, *Information Utilization, *Lawyers, Police, Predictor Variables, Recidivism, Young Adults, *Youth Problems

Although juvenile court records are often good predictors of the criminal tendencies of young adults, only sporadic information sharing between police, adult and juvenile courts occurs. A national survey of prosecutors showed that information sharing depends largely on local policy. Nearly half the prosecutors reported receiving little or no juvenile record information. Key decisions concerning young adult felons appeared to be made without knowledge of their juvenile histories. Prosecutors judged probation records to be the most accurate, although police records were used most often. The presence of computerized information systems did not increase information sharing. The findings are unclear as to whether the middle ground most prosecutors claim to be in is due to self-conscious policy or accident. (Author/JAC)

ED 205 877 CG 015 369

Ronan, Kathleen A.

A College Course in the Human Science Approach to Psychology.

Pub Date-Apr 81
Note-83p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Communication, Classroom Environment, Course Content, Course Descriptions, *Curriculum Enrichment, *Discussion (Teaching Technique), Higher Education, *Humanistic Education, Lecture Method, *Psychology, Seminars, Student Teacher Relationship, *Teaching Methods

This paper describes a college course in the Human Science Approach (HSA) to psychology offered in seminar format. The importance of instructor-student equality and feedback is emphasized and lecture sessions are described in which students are encouraged to interrupt for questions and discussions. The major goal of the course is described as providing an understanding of the HSA so that students can eventually incorporate HSA into their own practices. The seminar content is discussed for each session, beginning with a description of a HSA framework and a history of HSA development within a natural science psychology. A review of the course emphases includes applications in real world settings, evaluation of traditional approaches and practices, and relevant outcomes of applied techniques. Texts used in the seminar are listed, and individual topics and references for each session are contained in the course outline. Appendices include the instructor's initial letter to students as well as student papers written for the course. (NRB)

ED 205 943 CS 006 261

Haase, Ann Marie Bernazza

Law and Policy in Educating Under-Educated Adults.

Pub Date-81
Note-9p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Adult Literacy, *Adult Programs, Adults, *Adult Vocational Education, Basic Skills, *Employment Qualifications, *Financial Support, *Functional Literacy, Laws, Policy
Identifiers-*Comprehensive Employment and Training Act

Conditions of illiteracy and functional illiteracy frustrate the intent of laws like the Comprehensive Employment and Training Act (CETA) that provide job training and employment opportunities for the economically disadvantaged, unemployed, or underemployed. The Adult Education Act of 1978 should provide the basic educational skills needed by CETA applicants, but the federal funding for adult education has been inadequate. With respect to funding problems for prevocational programs, the state of New York has begun awarding state appropriations by giving preference to proposals that link basic literacy and language instruction with CETA, adult vocational education, and high school diploma/equivalency programs. With the recent federal budget cuts, what is needed is a recognition that most employment in this society demands at least an eighth grade reading level and that training and employment services will be cost effective only if the recipient is literate or receives some literacy training. (HTH)

ED 205 986 CS 206 538

Veal, Ramon Hulme, Gale

Assessing the Writing Skill of Prospective English Teachers.

Pub Date-81
Note-8p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Higher Education, *Measurement Techniques, *Measures (Individuals), Predictive Measurement, Preservice Teacher Education, *Student Teachers, *Teaching Skills, Writing Instruction, *Writing Skills

The basic communication skills of prospective teachers at the University of Georgia were assessed with knowledge and performance instruments. The knowledge instrument was a criterion referenced test in communicative arts (logical reasoning, library research, composition, language, communications media and careers, literature, reading, and oral communication). The performance measures included teaching plans and materials, classroom procedures, and interpersonal skills. Other data, such as the National Teacher Examination (NTE) scores and ratings by cooperating teachers or university supervisors, were also collected. The data show the general estimates of the interns' ability to write but not of their ability to teach writing. These correlations also show that commonly used objective measures like the NTE or criterion referenced tests follow the same pattern. In comparing these results with assessment results from two other states, four conclusions can be drawn: (1) teacher candidates are being checked for basic skills, (2) the primary mode for checking their writing is a direct measure of writing, (3) most English teacher candidates pass these writing tests, and (4) assessments of the writing skill of prospective teachers might identify their writing ability, but not their ability to teach writing. (HOD)

ED 206 031 CS 503 569

Nishiyama, Kazuo
Japanese Quality Control Circles.
Pub Date-May 81
Note-18p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Business Skills, Cross Cultural Studies, *Cultural Differences, *Cultural Influences, Economic Development, Foreign Countries, *Industry, *Management Systems, *Organizational Communication, *Quality Control
Identifiers-*Japan

In recent years, United States scholars with an interest in international business and organizational communication have begun to notice the success of Japanese quality control circles.'' These are small groups, usually composed of seven to ten workers, who are organized at the production levels within most large Japanese factories. A typical quality control circle is a relatively autonomous unit led by a senior worker. Its major tasks are to improve methods of production, develop production skills among its members, improve worker morale and motivation, and stimulate teamwork within work groups. Ironically, the idea of the quality control circle was introduced to Japan by an American, William Deming, during the American occupation of Japan after World War II, and later developed by another American, J. M. Juran. In 1948, the practices of the quality control circle were diffused among Japanese businesses through the efforts of the Union of Japanese Scientists and Engineers (JUSE). While the Japanese adaptation of an American idea has been phenomenally successful, a great deal of that success must be attributed to the Japanese cultural values, personnel management practices, and the homogeneity of the Japanese population. (FL)

ED 206 051 EA 013 770

Hayward, Gerald C.

The Revenue Limitation Movement in California: 1968-1978.

National Inst. of Education (ED), Washington, D.C. School Finance Project.

Pub Date-Mar 81

Note-89p.; For related documents, see EA 013 769-776.

Available from-Not available separately; see EA 013 769.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Educational Finance, Elementary Secondary Education, *Finance Reform, Postsecondary Education, *Property Taxes, *School Support, State Aid, State Legislation

Identifiers-California, Equity (Education), *Impact, *Proposition 13 (California 1978), Referendums, Tax Limitation Efforts, Taxpayer Revolt

To assess the impact of California's Proposition 13 on the state's schools, the author examines the factors leading to the initiative, analyzes Proposition 13 itself, explores the initial legislative response, and estimates the short- and long-term impact on governmental and educational agencies. His analysis shows the roots of the Proposition 13 tax revolt'' to lie in California's high taxes, the failure of earlier tax relief attempts, public disenchantment with government, and the existence of a large state revenue surplus. After chronicling the 1977-1978 campaign that led to passage of the initiative, the author discusses its impact on state and local government revenues and on public elementary, secondary, and postsecondary schools, and especially on previous attempts to achieve equity in educational finance. A description of the state legislature's subsequent bill shows how it will alleviate Proposition 13's initial impact on state, local, and educational agencies. In the long term, the author asserts, the initiative will markedly reduce governmental and educational revenues, expenditures, programs, and employment and will lead to more centralized decision-making. (RW)

ED 206 071 EA 013 808

Tanner, Daniel Celso, Nicholas

Teacher Knowledge-Ability and Pupil Achievement.

Pub Date-Apr 81
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Not available in paper copy due to marginal legibility of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Educational Opportunities, Elementary Education, *Input Output Analysis, Multiple Regression Analysis, *Outcomes of Education, Research Problems, Resource Allocation, *Teacher Effectiveness, Teacher Influence, Teaching Methods
Identifiers-Coleman Report, *Knowledge Ability Theory, *School Effectiveness

The effectiveness of schools and the levels of investment in schooling have been in question since the 1966 Coleman report Equality of Educational Opportunity.'' Based on a theory of knowledge-ability,'' this study challenges the assumption that given inputs'' will yield equivalent effects or outputs.'' In this study, 120 elementary schools were randomly selected, and questionnaires were mailed to the principals eliciting background data on the school, its pupil population, resources, and faculty. Each principal was asked to identify the three most outstanding'' teachers in the third-, fourth-, and fifth-grade levels. The teachers were mailed questionnaires and inventory checklists of approved instructional practices that represent tested pedagogical techniques supported by authorities and research evidence. The extent to which approved practices were reported being utilized provided some measure of the level of knowledge-ability of the teachers. The variation in teacher knowledge-ability within schools was found to be considerably greater than the interschool differences in knowledge-ability. In conclusion, the authors suggest that the study of knowledge-ability of teacher populations rather than of schools will likely be a more productive avenue for improving the effectiveness of schooling. (Author/MLF)

ED 206 158 FL 012 365

Scotton, Carol Myers Orr, Gregory John

Learning Chichewa: Book 2, Lessons 11-20. Peace Corps Language Handbook Series.

Michigan State Univ., East Lansing. African Studies Center.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-80
Contract-PC-79-043-1033
Note-538p.; For related documents, see FL 012 364-366.

Language-Chichewa; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-African Culture, African Languages, Communicative Competence (Languages), *Cultural Activities, *Dialogs (Language), *Grammar, *Pattern Drills (Language), Postsecondary Education, Reading Instruction, Second Language Learning, Textbooks, Uncommonly Taught Languages, Vocabulary Development
Identifiers-*Chichewa, Malawi

These lessons in Chichewa are a continuation of the first volume. As in the first volume, two types of lessons are presented. The A'' lessons present basic grammatical patterns through explicit discussions of the patterns involved. The B'' lessons present language in use. They contain dialogs, monologs, narratives, proverbs, riddles, and exercises based on these forms of communication. A section of supplementary materials provides readings on various topics of a cultural nature. These readings have an English translation on the page facing the Chichewa text. The book is illustrated with pen-and-ink drawings. (AMH)

ED 205 691 CE 029 593

Clayton, John

Incorporating Calculators into the Accounting Curriculum. Accounting II.

Mount Vernon Public Schools, N.Y.

Pub Date-Aug 78

Contract-C-141569

Note-77p.; Not available in paper copy due to light print. For related documents see CE 029 590-592.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accounting, Audiovisual Aids, Behavioral Objectives, *Bookkeeping, Business Skills, *Calculators, Course Content, Curriculum Guides, Flow Charts, *Learning Modules, *Office Occupations Education, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Accounting II curriculum. The guide contains 16 learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The modules cover the following topics: review of basic accounting principles and procedures; departmental accounting; payroll accounting, bad debts, depreciation and accruals; partnership; voucher system, inventory control, and budgetary control; taxes; notes receivable, notes payable, drafts, and trade acceptances; corporations; the stock market; income tax; automated accounting; cost accounting; special sales; and management use of accounting data. The final module is a review for the New York State Regent's Exam, including a review of two years of accounting. A chart of flowcharting symbols, flowcharting methods for solving problems on calculators, a list of visual aids, and a bibliography are also contained in the guide. (KC)

ED 205 743 CE 029 735

Leising, J. Wilkins, Russell

Inservice Workshops on New and Emerging Agriculture/Natural Resources Occupation Instructional Materials. Final Report, January 1, 1980-June 30, 1981.

California Univ., Davis. Dept. of Applied Behavioral Sciences.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-140p.
Pub Type- Guides - Non Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, Agricultural Occupations, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Computers, Computer Science, Indexes, Inservice Teacher Education, *Instructional Materials, *Microcomputers, Natural Resources, Program Evaluation, Resource Materials, Two Year Colleges, *Vocational Education, Workshops
Identifiers-*Emerging Occupations, Microprocessors

This document contains the final report and appendixes from a project to develop resources for use by community college agricultural education instructors in better utilizing computer technology in instruction and to provide inservice workshops to make the instructors aware of available hard- and software. The four-page narrative lists objectives, activities, and conclusions. The major appendix is the product, Microcomputer Resource Guide for Agriculture. Developed to serve as an introductory text for microprocessors and software index for agricultural programs, the guide provides descriptive explanation of microcomputers and their related software. Hardware selection criteria are discussed. A computer program index file using the Agdex subject titles lists more than 100 application software programs for agriculture in these areas: field crops, horticulture, forestry/natural resource, animal science, soils, diseases and pests, agricultural engineering, and agricultural economics. Each program entry provides this information: subject/enterprise, computer level, language, cost, computer type, mode of transfer, program title and description, references, authors, and specific comments. Some appendixes contain lists of user groups and microcomputer manufacturers, references, and glossary. Other appendixes include workshop materials and evaluation instruments and results. (YLB)

ED 205 777 CE 029 789

Reubens, Beatrice G.

From School To Work: A European Perspective. Information Series No. 229.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-76-0122
Note-40p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compulsory Education, *Educational Development, Educational Research, *Education Work Relationship, Higher Education, *International Organizations, *On the Job Training, Program Development, School Districts, Secondary Education, *Vocational Education
Identifiers-Council of Europe, Council of Europe (France), European Community, Nordic Council, Organisation Economic Cooperation Development

This paper is a survey of school-to-work transition issues as they have developed in Europe. It contains discussion about the activities, research, and programs of each of four important international organizations, with particular stress on the period after 1975. These organizations are the European Community, the Organisation for Economic Cooperation and Development, the Council of Europe, and the Nordic Council. Topics examined variously under the four organizations include defining the transition from school to work, difficulties in the transition, proposed transition programs, linked work and training, education for sixteen- to nineteen-year-olds, preventive work in the school system, compulsory education, upper secondary education, higher education, new studies, and objectives of preparation for work. A summary and conclusions are appended. (CT)

ED 205 814 CE 029 883

Wallington, Clint
Training Real World Trainers from the Ivory Tower.
Pub Date-81
Note-18p.; Paper presented at the Invitational Conference on Academic Practitioners in Training and Development/Human Resource Development (2nd, Williamsburg, VA, February 15-18, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Continuing Education, Cooperative Programs, Curriculum Development, Delivery Systems, Differences, Educational Objectives, Higher Education, *Industrial Training, Industry, *Institutional Characteristics, On the Job Training, Postsecondary Education, Program Development, *School Business Relationship, Schools, Student Motivation, Student Role, Teacher Attitudes, Teacher Education, Teacher Role, *Trainers, Training Methods

While most training and development/institutional development professionals are familiar with either the world of formal higher education or the world of training in the business/industrial sector, few training and development practitioners are familiar with both. It is necessary to coordinate the efforts between these two spheres in order to develop the curriculum needed to produce professional trainers and human resource development (HRD) specialists. To determine where joint efforts between these two worlds will be beneficial, one must first explore the similarities and differences between higher education and training and development as they exist in the following areas: regulation of the education/training process, training/education goals, method of delivering training (credit versus skills), perceptions of the learner's role, and learner motivations in different settings. Educators entering the trainer's world must work for credibility in that world by adopting the mindset of the local training community. They must strive for a balance between theoretical and practical experiences in designing course-work and projects. Most important to establishing a program to train HRD practitioners is a willingness to accept trainers as professional educators working in a different setting with different constraints and resources. (MN)

ED 205 835 CG 015 326

Barrios, Billy A. And Others

Coping Skills Training and the Prevention of Fears.

Pub Date-Mar 81
Note-13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Coping, *Delivery Systems, Emotional Response, Fear, *Prevention, Problem Solving, Program Descriptions, Program Development, Psychophysiology, *Skill Development, Stress Variables, *Training Methods
Identifiers-*Phobia Treatment

This paper describes a systematic research program examining the remedial and preventive effects of coping skills training for the management of anxiety. The general conceptual/methodological frameworks guiding the project, the rationale behind selection of fears as the target problem, and the coping skills training as the preventive intervention are presented. Five methodological steps in the development, implementation, and evaluation of prevention programs are discussed: (1) identification of the target problem; (2) selection of the target population; (3) adoption of intervention strategies; (4) selection of delivery systems; and (5) evaluation of prevention effectiveness. An examination of the primary preventive effects of the anxiety coping procedure is described; empirical support for the effectiveness of coping skills training in reducing targeted and nontargeted anxieties is also cited with evidence for the preventive capabilities of the interventions. Recommendations for future research on coping skills training and the prevention of maladaptive fears are offered. (Author/NRB)

ED 205 900 CS 006 196

Vida, Louisa Kramer

Piaget's Genetic Approach to Reading and Language Development.

Pub Date-Nov 80
Note-16p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (6th, Norfolk, VA, November 12-15, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Classroom Techniques, Concept Formation, *Corrective Reading, Developmental Programs, *Developmental Stages, Elementary Education, *Language Acquisition, Learning Activities, Learning Theories, Program Content, Reading Comprehension, Reading Instruction, *Remedial Reading, Sequential Learning, *Teaching Methods
Identifiers-*Piagetian Theory

Using Jean Piaget's theory of thinking as a structuring mechanism, this paper presents a theoretical framework for the development of remedial, corrective, and developmental reading programs geared toward teaching reading comprehension. The four stages of intellectual development that Piaget has proposed (sensorimotor, preoperational, concrete operational, and formal operations) are discussed in terms of appropriate teaching and learning activities that reading teachers should use to promote reading development that is synchronized to the child's biological potential. Appended materials list skills, reading materials, instructional activities, and vocabulary concepts that can be coordinated with Piaget's four stages of development. (RL)

ED 205 921 CS 006 220

McClure, Erica And Others

Sociocultural Variables in Children's Sequencing of Stories. Technical Report No. 209.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jul 81

Contract-400-76-0116

Note-48p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Students, Cognitive Processes, *Cultural Differences, Elementary Education, Elementary School Students, Hispanic Americans, *Narration, *Organization, Reading Comprehension, *Reading Research, *Sociocultural Patterns, *Story Telling, White Students

Identifiers-*Schemata

The task of unscrambling and reordering the sentences for six stories was completed by 455 third, sixth, and ninth grade students from three cultural groups (black, Anglo, and Hispanic) in a study of how sociocultural differences in story schemata affect reading comprehension. The results showed that the greatest effects were for grade level and reading achievement. There were also effects that suggest the three cultural groups used somewhat different strategies for choosing initial and final sentences and for making narratives internally cohesive. Social class, sex of student, and school location (suburban versus inner city) did not appear to affect the task. (Author/RL)

ED 206 136 EC 133 590

McCarthy, Martha M.

Judicial Interpretations of What Constitutes Appropriate Educational Programs for Handicapped Children. Draft.

Pub Date-Apr 81

Note-53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Report for the International Council of Administrators of Special Education: Commissioned by CASE Research and Special Projects Committee.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Ancillary School Services, Compliance (Legal), Costs, *Court Litigation, *Disabilities, Elementary Secondary Education, *Extended School Year, Federal Legislation, *Private Schools, *Residential Schools, *Student Placement, Trend Analysis

Identifiers-Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504)

The paper reviews recent court rulings on the appropriateness of programs and services of public school services for handicapped children. Cited are the effects of Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, the Education for All Handicapped Children Act. The first three sections address litigation in which courts have interpreted school district responsibilities to support private day school and residential placements, extended year programs, and related services for handicapped children. Considered on the topic of private day school and residential placements are placements initiated by the parents and noneducational costs associated with residential placements. Such related services issues as interpreters, psychotherapy, and catheterization are addressed. The final section provides a discussion of trends and their implications for other groups of special needs students and for general education. Topics covered include the potential liability of school districts, the emergence of a backlash movement, and the influence of budgetary concerns. (CL)

ED 206 179 FL 012 483

Oskarsson, Mats

Subjective and Objective Assessment of Foreign Language Performance: Discussion and Some Experimental Findings. Work Papers from the Language Teaching Research Center, No. 24.

Gothenburg Univ. (Sweden). Language Teaching Research Center.
Pub Date-Apr 80
Note-29p.; Paper presented at the Regional Seminar on Evaluation and Measurement of Language Competence and Performance (Singapore, April 21-25, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Educational Research, *Language Tests, Postsecondary Education, *Second Language Learning, *Self Evaluation (Individuals), *Testing

The first part of the paper presents theoretical arguments in favor of more student-centered approaches to the evaluation of progress in foreign language learning. It is argued that subective self-assessment procedures are not necessarily less reliable than objective tests and that the language student cannot assume full responsibility for the learning situation until self-assessment of progress in relation to personal goals has been taught. Problems in language testing are discussed. The second part reports on experiments which aimed at finding out to what degree adult learners are capable of making accurate judgments of their own proficiency in a foreign language. In most of the experiments, subjects were asked to assess their proficiency levels in relation to concrete performance objectives. Finally, the paper describes a formalized and objective method of measuring the four language skills. This is contrasted with evaluation techniques which make use of impressionistic self-assessment tools. It is argued that the learner should be given more responsibility for the evaluation of his/her own learning and that use of self-assessment techniques should be expanded. (Author)

ED 205 726 CE 029 706

Oregon Agriculture I Curriculum Guide.

Oregon State Univ., Corvallis. Dept. of Agricultural Education.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date- 81
Grant-50-004-313
Note-1,150p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF08/PC46 Plus Postage.
Descriptors-*Agricultural Education, Agricultural Machinery, *Agricultural Production, Agricultural Safety, *Agricultural Skills, Agronomy, *Botany, Course Content, Curriculum Development, Curriculum Guides, Experiential Learning, *Farm Management, Horticulture, Instructional Materials, Learning Activities, Learning Modules, Livestock, Parliamentary Procedures, Recordkeeping, Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, Teaching Guides, Tractors, Transparencies, *Vocational Education, Work Experience Programs
Identifiers-Future Farmers of America, Oregon

This curriculum package was developed to be used as a guide for high school vocational agriculture teachers in Oregon preparing a curriculum to meet local community/regional needs. A second goal of this curriculum is to eliminate sex-bias or sex-role stereotyping in vocational agriculture classes. The curriculum contains 20 units. Topics covered in the units include an introduction to the vocational agriculture curriculum, including the problem of sex bias, and a four-year unit outline; orientation; tractor operation and safety; Future Farmers of America; small gasoline engine maintenance; beef breeds, selection, and management; supervised occupational experience programs; records; parliamentary procedure; sheep breeds, selection, and management; dairy, poultry, rabbits, horses, and goats; swine breeds, selection, and management; agricultural mechanization; plant science; ornamental horticulture; alfalfa production and hay quality testing; and livestock showing and fitting. Units contain a variety of materials, such as teaching suggestions, content outlines, student worksheets, suggested learning activities, and transparency masters. (KC)

ED 206 009 CS 206 569

Stoneback, Heather R. Roth, Mimi G.

Make It Relevant: A Guide for Using the Newspaper in Grades K-4.

Call-Chronicle Newspapers, Inc. Allentown, Pa.

Pub Date-77

Note-84p.; For related document see CS 206 570.

Available from-Call-Chronicle Newspapers, Inc., P.O. Box 1260, 6th and Linden Sts., Allentown, PA 18105 ($3.50).

Pub Type- Guides - Classroom - Teacher (052) - Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Class Activities, English Instruction, Grade 4, Guidelines, *Instructional Materials, Language Arts, *Learning Activities, Mathematics Instruction, *Newspapers, Primary Education, Reading Instruction, Reading Materials, Relevance (Education), Science Instruction, Social Studies

Developed for grades kindergarten through four, this book contains activities for using the newspaper as an educational resource for content area instruction. The first two sections of the book offer a pretest for determining how much students use newspapers and what they know about newspapers, and introductory information on newspaper components and terminology. The remaining five sections list activities for using the newspaper in reading, language arts, mathematics, social studies, and science instruction. Appropriate grade levels are suggested for each activity. (RL)

ED 206 114 EA 014 008

Wirt, Frederick M.

Federal School Policy in the 1980s: Historical Givens and Alternative Futures.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 81
Note-52p.; Prepared for the School Finance Project. Best copy available.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Attitudes, *Educational Policy, Federal Aid, *Federal Government, Federal State Relationship, Futures (of Society), *Government Role, *State Government, State School District Relationship
Identifiers-Block Grants, Politics of Education

Predicting the federal government's role in education in the 1980s requires being aware of existing patterns and trends, noting their interaction with likely federal policy changes, and assessing the possible outcomes of this interaction. The existing patterns, or historical givens,'' include trends in educational economics and demographics, in public attitudes, and in the role of state governments. Population, tax, and technological developments are reducing public schools' resources. The public expects more and more from government. Local interest groups' demands for educational reforms have increased state governments' capacity, and hence responsibility, to govern local education agencies. These existing trends will interact with new federal policies, the most likely of which is the devolution upon the states, through block grants, of existing federal power over educational resources. Three alternative outcomes may occur: the federal role in education may expand, contract, or remain the same. An expanded role would result only from a major educational crisis, which seems unlikely. A contracted role, which many think probable, would lead to a focus on educational politics at the state level. The federal role will probably remain the same, however, as the effects of past policies, existing programs, and local political groups limit the administration's options. (RW)

ED 205 709 CE 029 677

Industrial Arts Safety Guide. Cambodian. Bilingual Education Resource Series.

Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-130p.; Not available in paper copy due to small, light print. For related documents see CE 029 678-682.
Language-English; Cambodian
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, *Cambodian, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking
Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide includes guidelines for developing a student safety program and three sections of shop safety practices in both English and Cambodian. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, presses, saws, sanders, metal shapers, shears, sheet metal machines, planer-surfacers, and welders. (Corresponding bilingual guides containing material in Chinese, Korean, Thai, Japanese, and Ilokano are available separately through ERIC see note.) (MN)

ED 205 760 CE 029 765

Overview 80: Governors and CETA. Volume 1.

National Governors' Association, Washington, D.C.
Spons Agency-Office of Youth Programs (DOL), Washington, D.C.
Pub Date-May 81
Note-74p.; For a related document see CE 029 766.
Available from-National Governors' Association, Employment and Vocational Training Program, Hall of the States, 444 North Capitol St., Washington, DC 20001.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Coordination, *Educational Finance, Educational Planning, *Educational Policy, *Employment Programs, Federal Legislation, Financial Support, *Grants, Incentive Grants, Job Development, Job Training, Labor Market, Linking Agents, Program Administration, Program Descriptions, Program Development, State Aid, State Officials, *State Programs, Statewide Planning, Vocational Education, Youth Programs
Identifiers-*Comprehensive Employment and Training Act, *Governors Grants, State Employment and Training Councils

This report provides information on the planned utilization of the governor's grants for fiscal 1980. (The governor's grants are funds provided by the Comprehensive Employment and Training Act of 1973 for use at the state level by state governors.) Chapter 1, which supplies legislative background on the governor's grants with special emphasis on the effects of the 1978 CETA amendments, covers state employment and training councils, governor's coordination and special service plans, supplemental vocational education assistance, educational linkages, and special statewide youth services. Discussed next are the structure and coordinating role of the state employment and training councils. A broad description of how the states planned to allocate their funds programmatically during fiscal 1980 (with emphasis on planning processes, program activities, and organizations funded with respect to the areas of coordination and special services, supplemental vocational education assistance, educational linkages, and special statewide youth services) is also presented. (A companion volume to this report, which further documents the programmatic use of the governor's grant funds through a catalog of program descriptions in each of the states is available separately through ERIC see note.) (MN)

ED 205 796 CE 029 835

Crank, Ron
Lighting Utilization.
Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-Jun 81
Contract-81-133-10
Note-24p.; For related documents see CE 029 829-838.
Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Building Design, *Conservation Education, Energy, *Energy Conservation, Learning Activities, Light, *Lighting, *Lighting Design, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers-Light Bulbs

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with lighting utilization. Its objective is for the student to be able to outline the development of lighting use and conservation and identify major types and operating characteristics of lamps used in electric lighting. Some topics covered are natural and artificial light, two major kinds of electric light bulbs, and light conservation when designing, building, and living in a home. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 857 CG 015 348

Kahle, Lynn R. And Others

Values and Subjective Mental Health in America: A Social Adaptation Approach.

Pub Date-2 May 81
Note-20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcoholism, *Anxiety, Emotional Adjustment, *Mental Health, Physical Health, *Psychological Patterns, Self Evaluation (Individuals), *Social Adjustment, *Values

Although surveys of mental health involve some controversy, a significant relationship between values and mental health appears to exist. To study the adaption of individuals with alternative values to their psychological worlds, over 2,000 adults identified their most important values. Alcohol abuse, drug abuse, dizziness, anxiety, and general ill health were investigated in detail. Values that imbued a sense of personal efficacy over impersonal outcomes contributed to healthy psychological adaptation, whereas values that fostered insecurity inhibited psychological adaptation. Alcohol abuse followed a somewhat different pattern than other measures of adaptation. (Author/JAC)

ED 205 944 CS 006 264

Lansman, Marcy, Ed. Hunt, Earl, Ed.

Proceedings of the Lake Wilderness Attention Conference. Interim Technical Report, August 1, 1980 through September 30, 1980.

Washington Univ., Seattle. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No.-ONR-TR-10
Pub Date-10 Jul 81
Contract-N00014-80-C-0631
Note-373p.
Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Attention, Attention Control, Behavioral Science Research, *Cognitive Processes, Models, Motivation, Orientation, Psychological Studies, *Reading Research, *Theories, *Visual Perception

This technical report contains papers prepared by the 11 speakers at the 1980 Lake Wilderness (Seattle, Washington) Conference on Attention. The papers are divided into general models, physiological evidence, and visual attention categories. Topics of the papers include the following: (1) willed versus automatic control of behavior; (2) multiple resources in time-sharing; (3) a computational theory of thought applied to traditional problems; (4) brain mechanisms in human information processing, and implications for a cognitive theory of processing resources; (5) electrophysiological studies of attention; (6) attention and automaticity; (7) the role of attention in object perception; (8) consequences of visual orienting; (9) unitization and automaticity in reading; (10) a comparison of two-state and continuous-state attention models; and (11) automatism and attentional processes. (RL)

ED 205 965   CS 206 441

Cozby, Jeanie G. And Others

The Effects of Advocacy Advertising and Situational Crisis on Perceptions of Social Responsibility, Potential Supportive Behavior and Attitudes Toward Advertisements.

Pub Date-Aug 81

Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising, Behavioral Science Research, College Students, *Communication Research, Higher Education, *Negative Attitudes, *Organizations (Groups), Publicity, *Public Relations, *Social Attitudes, Social Problems, Social Responsibility

Identifiers-*Audience Response

Data were collected from 176 college students in a study of the effects of corporate advocacy advertising in crisis situations. The subjects read one of two sets of oil company advertisements, one set using a low advocacy and the other set using a high advocacy approach to explain company activities in relation to current events and social issues. After reading the advertisements, the subjects responded to questions and rating scales on the company's social responsibility, the subjects' supportive behavior toward the company, and the effectiveness of the advertisements. The subjects also completed questionnaires on their perceptions of a gasoline crisis, their awareness of advertising by oil companies, and their dependence on the use of gasoline. The relationship between crisis perception and gasoline dependency was significant, but there was no significant relationship between crisis perception and awareness of advertising. There appeared to be no positive or negative effects of corporate advocacy advertising on either ratings of social responsibility or potential supportive behavior. However, persons perceiving direct or indirect threats in the advertisements were less likely to be supportive of a company they believed to be contributing in some way to a problem. Thus, advertisements high in advocacy appeal were seen as being capable of weakening an organization's position with the public. (RL)

ED 205 987 CS 206 539

Rivers, Thomas M.

A Catalogue of Invention Components and Applications.

Pub Date-Mar 81

Note-20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Classification, Higher Education, *Individual Characteristics, Writing Instruction, *Writing Processes

Identifiers-*Invention (Rhetorical)

This paper lists and describes inventionist themes that writers and writing teachers can use during rhetorical invention. It defines invention as the process whereby writers discover ideas to write about, and the inventionist as one who focuses on this discovery process, whether that focus be pedagogical or theoretical. The items included and explained as inventionist themes are (1) motivation, (2) ritual, (3) perception, (4) language and perception, (5) heuristics, (6) investigation, and (7) character. These seven themes are ordered hierarchically for the purposes of classifying material on rhetorical invention, diagnosing problems involving rhetorical invention within the writing process, and developing sequences of assignments based on the logical progression of one invention theme to another. (RL)

ED 206 032 CS 503 570

Tubbs, Stewart L. And Others

Frequency of Non-Injury Employee Medical Visits as a Function of Supervisory Communication.

Pub Date-Aug 81

Note-20p.; Paper presented at the Meeting of the Academy of Management Conference (San Diego, CA, August 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research, *Employer Employee Relationship, Health, Health Facilities, *Job Satisfaction, Organizational Climate, *Organizational Communication, Speech Communication, *Stress Variables, Supervisors

Identifiers-*Communication Styles, *Employee Welfare

In a study of the role of internal communication as a contributor to total organizational effectiveness, 300 employees of a large manufacturing plant were surveyed to determine the relationship between supervisory communication and employee noninjury medical visits to the company hospital. The survey form consisted of 61 items requesting information on (1) supervisory communication style, (2) peer leadership, (3) group processes, (4) organizational climate, (5) psychological climate, (6) working conditions, (7) regular overtime, (8) job conditions, and (9) overall job satisfaction. Two questions on the frequency of personal visits to the company hospital were also included.

Only two factors produced a significant correlation with the number of personal medical visits supervisory communication style and group processes indicating that the lower the supervisory communication style rating, the greater the number of noninjury hospital visits. To gain further insights into these findings, interviews were conducted with 30 randomly selected employees. The results showed that supervisors with effective communication styles demonstrated genuine concern for employees, honesty, fairness, and an ability to get problems corrected while considering the long-term effects. Conversely, supervisors with ineffective communication styles were described as displaying a superior attitude, giving orders, and deciding issues in their own best interests, rather than in the interests of the majority. (A copy of the survey form used is appended). (HTH)

ED 206 092 EA 013 834

Rankin, Robb E.

A Qualitative Study of the Decision-Making Processes and Leadership Behavior at the Teaching-Advising Level in Selected Secondary Schools.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-576

Pub Date-May 81

Grant-OB-NIE-G-81-0009

Note-260p.; Report from the Project on Studies of Administration and Organization for Instruction. Ph.D. Dissertation, University of Wisconsin.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Decision Making, Departments, Individualized Instruction, Instructional Program Divisions, *Leadership, *Leadership Styles, *School Organization, School Personnel, Secondary Education, *Teacher Administrator Relationship, *Teacher Participation

The major purpose of this study was to observe, describe, and explain the decision-making processes and associated leadership behavior of teachers and advisors in secondary schools that individualize their educational programs. Two senior high schools and two middle schools were chosen for observation in this study. A companion study by Dunstan (1981) was conducted simultaneously to analyze and describe decision-making processes and leadership behavior at the school-wide level. The data were gathered by means of qualitative methodology, including interviews, observations and document analysis. Decision-making in the schools was analyzed in terms of decision content, involvement, and process. Leadership behavior of school-wide personnel and of a unit or department were also identified, described, and analyzed. The first chapter includes the introduction to the study, the statement of the problem, and the background and significance of the study. Chapter 2 describes the design and methodology utilized. Chapter 3 includes the presentation of the data. Chapter 4 presents relevant theoretical literature. Chapter 5 analyzes the data, taking into account the literature. Chapter 6 gives an overview of the study, a summary of major findings, conclusions, and implications for practice. A bibliography, initial interview schedule, and pertinent forms conclude the study. (Author/MLF)

ED 206 159 FL 012 366

Behrs, Jan And Others

Learning Chichewa: Teacher's Manual. Peace Corps Language Handbook Series.

Michigan State Univ., East Lansing. African Studies Center.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-80
Contract-PC-79-043-1033
Note-162p.; For related documents, see FL 012 364-365.
Language-English; Chichewa
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-African Languages, Class Activities, Cultural Activities, Drills (Practice), Language Tests, Postsecondary Education, *Second Language Instruction, *Teaching Guides, Uncommonly Taught Languages, Vocabulary Development
Identifiers-*Chichewa, Malawi

This manual is designed to accompany the Peace Corps student's texts in the Chichewa language. It contains three parts: (1) a discussion of basic concepts in language teaching and learning, including theoretical background, major language teaching methods, language acquisition, and sociolinguistics; (2) an outline of the materials and methods that are useful in presenting them, including teaching devices for use with the communication/culture lessons and examples of grammatical exercise types; and (3) notes on individual lessons in the series. The last section contains additional exercises and quizzes. (AMH)

ED 206 200 FL 012 507

Teller, Virginia, Ed. White, Sheila J., Ed.
Studies in Child Language and Multilingualism. Annals of the New York Academy of Sciences, Volume 345.
New York Academy of Sciences, N.Y.
Report No.-ISBN-0-89766-078-1
Pub Date-16 Jun 80
Note-187p.; Papers presented at meetings of the Linguistics Section of the New York Academy of Sciences (December 1976-May 1979).
Available from-New York Academy of Sciences, 2 East 63 Street, New York, NY 10021 ($28.00 cloth; also available in paperback).
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Adult Learning, Adults, American Indian Languages, *Bilingualism, Braille, *Child Language, Children, Code Switching (Language), Cognitive Style, Descriptive Linguistics, *Language Acquisition, Language Research, Logic, Nouns, Psycholinguistics, Second Language Learning, Syntax
Identifiers-India, Picuris, Zambians

This compilation contains the following research reports on child language: (1) Nouns: Love 'Em or Leave 'Em'' by Dianne Horgan; (2) Logic in Early Child Language'' by Roy D. Pea; and (3) Theories of the Child's Acquisition of Syntax: A Look at Rare Events and at Necessary, Catalytic, and Irrelevant Components of Mother-Child Conversation'' by Keith E. Nelson. The following papers on multilingualism are also included: (1) Language-Learning Approach Styles of Adult Multilinguals and Successful Language Learners'' by Ruth Marion Graeme Ramsay; (2) Linguistic Flexibility in Urban Zambian Schoolchildren'' by Robert Serpell; (3) Indian Bilingualism: Some Educational and Linguistic Implications'' by Franklin C. Southworth; (4) An Outline of Picuris Syntax'' by Amy Zaharlick; and (5) The Future of Braille'' by Leslie L. Clark. (JB)

ED 206 218 HE 014 212

Faculty Compensation: Schedules, Surveys, and Recommendations for 1981-83.
Washington State Council for Postsecondary Education, Olympia.
Pub Date-Feb 81
Note-122p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comparative Analysis, *Compensation (Remuneration), Faculty Mobility, *Full Time Faculty, Higher Education, Inflation (Economics), Models, Prediction, School Taxes, State Colleges, State Surveys, *Teacher Employment Benefits, *Teacher Salaries, Trend Analysis
Identifiers-California, Illinois, Indiana, Michigan, Minnesota, Oregon, *Washington, Wisconsin

Information on trends in salaries of full-time faculty in Washington public higher education institutions and recommendations regarding a restructured salary survey and methods for calculating salary increases are presented. An analysis of out-of-state salary and compensation levels upon which recommendations for Washington salary adjustments in 1981-83 were based and upon which the model salary plan was established is appended, along with the model salary plan, and comparative information on faculty migration and turnover and the relative tax burden of the comparison states. Comparisons were made to research universities, state colleges, and regional universities in seven states (California, Illinois, Indiana, Michigan, Minnesota, Oregon, and Wisconsin). The 1981-83 salary recommendations are based on three components: (1) the percentage needed for catch-up based on the 1980-81 gap in compensation levels relative to the restructured seven state survey; (2) the projected loss of purchasing power that will occur during the biennium (inflation); and (3) funding for the net cost of increment increases to systematically provide for the recognition of professional growth as in other state employee groups and in many out-of-state comparison institutions of higher education. The restructed seven-state survey included a provision to balance state influence on the weighted average, included disciplines that were previously omitted, and took into account fringe benefits. (SW)

ED 205 673 CE 027 933

Cardenas, Gilbert

Equity and Vocational Education: From an Economist's Perspective.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-81

Note-30p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, Disabilities, *Economics, *Educational Discrimination, Employment Practices, *Equal Opportunities (Jobs), Females, *Justice, Labor Economics, *Labor Market, Minority Groups, Older Adults, Race, *Vocational Education, Youth

Many educational and employment problems of racial minorities, women, older adults, and the handicapped are associated with equity, discrimination, and equality. In economics, the concept of equity and its relevance to employment and education can best be understood through an analysis of two labor market theories. The theory of human capital sees the solution to problems of inequity and inequality in the realms of education; the dual market theory sees the solution in integration of secondary workers into the primary market. Discrimination in the labor market has made it difficult for minority groups to achieve economic equity in terms of employment and income. Future underutilization of the human resource potential for minorities may worsen the distribution of income. Since the 1960s educational programs have been designed to assist minorities in achieving economic equity and employability. Vocational education has been especially responsive and has increased their earnings and employability. Because of increasing minority demand for vocational education, equity considerations in vocational education will become of major significance to their economic progress and can be instrumental in improving economic equity and the distribution of income. (YLB)

Voydanoff, Patricia

Age Differences in the Relationship Between Perceived Job Characteristics and Job Satisfaction.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-Oct 80
Grant-NIMH-1-R03-MH-27080-01
Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Employee Attitudes, *Influences, *Job Satisfaction, Promotion (Occupational), Role Perception, Self Actualization, *Self Expression, Stress Variables, Supervision, *Work Environment

Extrinsic job characteristics focus on the work environment and include working conditions, co-worker relations, supervision, company policy, salary, and job security. Intrinsic characteristics deal with the content and tasks involved in the job as well as opportunities provided for self expression and self actualization, e.g. the type of work done in terms of responsibility, variety, skill and autonomy, opportunities for personal growth, and feelings of accomplishment. Relationships between intrinsic and extrinsic job characteristics and job satisfaction among workers of different ages were examined. Multiple regression analyses ascertained the relative importance of 8 perceived job characteristics in relation to job satisfaction among a national probability sample of 1,533 workers. Role strain and financial rewards-promotion were included in the regression equations for all age groups. Self expression was relatively more important among younger workers, while supervision was relatively more important among older workers. The results indicated that both intrinsic and extrinsic job characteristics were strongly related to job satisfaction among younger workers while extrinsic characteristics were of relatively greater importance among older workers. (Author/NRB)

ED 205 878 CG 015 370

Horst, Leslie

Women Students in Engineering: A Case Study.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-81
Grant-NIE-G-79-0115
Note-31p.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice, Employment Opportunities, *Engineering Education, *Females, Higher Education, Individual Characteristics, Interpersonal Relationship, *Nontraditional Occupations, *Occupational Aspiration, Role Conflict, Sex Differences, *Sex Discrimination, Social Bias

Women are underrepresented in professional and technical careers. Research to examine this imbalance has focused on either characteristics of individual women or the interpersonal and structural barriers faced in pursuing these careers. An integration of both person and setting perspectives may provide further understanding of traditionally male-dominated fields, particularly engineering, which may have the most extreme ratio of males to females. Male and female undergraduates (N 191) participated in interviews exploring demographics, high school experiences, college and career plans, perceptions of engineering, experiences of sex discrimination, and other related topics. Results indicated that women did not differ significantly from men in ability or career motivation. However, the women engineers were subject to many interpersonal and social barriers to their choice of engineering, e.g., social isolation, family and career commitments, negative critical incidents, and sex discrimination. Characteristics of the women engineering students paralleled those found in other studies; the women were autonomous and capable, despite existing obstacles. (Author/NRB)

ED 205 901 CS 006 197

Ng, Seok M.

The Strategies Children Use in Learning to Read.

Pub Date-Aug 80

Note-30p.; Paper presented at the Biannual Meeting of the World Congress on Reading (8th, Manila, Philippines, August 5-7, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, *Context Clues, *Decoding (Reading), *Error Analysis (Language), Miscue Analysis, Oral Reading, Primary Education, Reading Instruction, *Reading Research

Identifiers-*Reading Strategies, *Self Correction

A one year descriptive study investigated the strategies used by a group of competent beginning readers who were learning to read in a program in which text reading was the main instructional task. Subjects included 52 six-year-old children attending 20 randomly selected schools in Auckland, New Zealand. Strategy usage in oral reading was related to three factors: learning opportunities over time, reading proficiency, and text difficulty. The data, comprised of errors and self-corrections, were analyzed at three linguistic levels graphemic, syntactic, and semantic to infer strategies. The progress the children made on code-emphasis texts indicated their improvement in decoding skills. Analysis of the errors showed that the children made wide use of syntactic and semantic cues to help them learn an efficient system of responses to graphemic cues. Evidence of self-correction strategies was also found. The results of the study highlight the complex nature of learning to read and suggest that while some teaching programs that emphasize a particular learning strategy may be successful, they may not take full advantage of other equally valid strategies that children can develop. (HOD)

ED 205 922   CS 006 221

Dunn, Bruce R. Gould, Jay E.

Cognitive Style Differences in Expository Prose Recall. Technical Report No. 210.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jul 81

Contract-400-76-0116

Note-73p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes, *Cognitive Style, Electroencephalography, Expository Writing, *Language Processing, Measurement Techniques, *Reading Research, *Recall (Psychology)

Identifiers-*Brain Waves

Differences in semantic recall between students hypothesized as having either a high or a low analytic style were investigated. Styles were determined by the amount of bilateral alpha activity measured from the cerebral cortex of the brain during eyes-open baseline recordings. The results indicated that when expository text was tightly structured, high analytic subjects (those producing relatively less bilateral alpha than low analytic subjects) recalled more of the logically or semantically important information from text when compared to low analytic subjects. They also recalled some of the superordinate relative to subordinate information. Low analytic subjects, on the other hand, appeared to recall superordinate and subordinate information at approximately the same rate. The results provided support for the bimodal theory of cognitive processing. (Author/RL)

ED 206 010 CS 206 570

Make It Relevant: A Guide for Using the Newspaper in the Classroom.
Call-Chronicle Newspapers, Inc. Allentown, Pa.
Pub Date-81
Note-88p.; For related document see CS 206 569.
Available from-Call-Chronicle Newspapers, Inc., 6th and Linden Sts., P. O. Box 1260, Allentown, PA 18105 ($3.50).
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Class Activities, Consumer Education, Elementary Secondary Education, English Instruction, Guidelines, *Instructional Materials, Language Arts, *Learning Activities, Mathematics Instruction, *Newspapers, Reading Instruction, Reading Materials, Relevance (Education), Science Instruction, Social Studies

More than 300 ideas are offered in this book as effective ways of using the newspaper for teaching in various subject areas. The first portion of the book contains a message to the teacher, a pretest for students in grades 5 through 12, and a section on introducing students to newspaper components and terminology. The major part of the book presents classroom activities that utilize the newspaper in the following content areas: reading and language arts, social studies, mathematics, science, and consumerism. (RL)

ED 206 052 EA 013 772

Stiefel, Leanna Berne, Robert

Price Indexes for Teachers in Michigan: A Replication and Extension.

National Inst. of Education (ED), Washington, D.C. School Finance Project.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Mar 81

Note-53p.; Appendix 3 may reproduce poorly due to small print of original document. For related documents, see EA 013 769-776.

Available from-Not available separately, see EA 013 769.

Pub Type- Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-*Cost Indexes, Elementary Secondary Education, *Mathematical Models, Predictor Variables, Sampling, Statistical Analysis, *Teacher Salaries, Validity

Identifiers-Equity (Education), Michigan, Supply and Demand

In assessing educational equity among school districts, according to the authors, researchers should control for differences across districts in the prices of educational inputs. This paper tests a suggested index for one educational input, teacher salaries. The suggested teacher-salary index, based on a supply-and-demand model using 12 demand and 13 supply variables, has been tested earlier on a one-third sample of Michigan school districts. The authors replicate this index but test it on all the state's districts. They also test it against changes in the variables specified, in the methods used to measure teacher salaries, and in the time periods covered. The authors conclude that the suggested index is consistent and is not excessively sensitive to changes in its variables or other factors. They suggest that educational input indices based on samples can be reliable and cost effective. Three appendices contain definitions and data sources for the variables as well as statistical results of the tests and price indices for teacher salaries for all Michigan school districts. (Author/RW)

ED 206 072 EA 013 809

Tarter, C. John

A Test of Size and Differentiation.

Pub Date-Apr 81

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization, Bureaucracy, *Differentiated Staffs, Elementary Secondary Education, Multiple Regression Analysis, *Organizational Theories, School Districts, *School Organization, *School Size

Identifiers-*Blau (Peter M)

A replication of Peter Blau's theory of differentiation was carried out in a sample of 100 school districts. Blau has demonstrated that as organizations increase in size, the levels of hierarchy and the number of horizontal components increase at a decelerating rate with the result that large organizations have proportionately fewer administrators than do smaller organizations. Hypotheses were tested explicating such aspects of the theory as the relationships between increasing size and horizontal and vertical differentiation, administrative ratio, and relative size of components. It was found that, in the main, Blau's theory substantially explains the occurrence of increased subunits, increased coordinators, and proportional decreases in the administrative ratio as a consequence of increased size. (Author/MLF)

Draper, James A.

Adult Education Theses: Canada.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date-Apr 81

Note-167p.

Available from-Publication Sales/OISE Press, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada ($6.00; prepay for orders of $20.00 or less).

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adoption (Ideas), *Adult Education, Community Development, Continuing Education, *Doctoral Dissertations, *Educational Research, Evaluation, Innovation, *Masters Theses

Identifiers-*Canada

This study lists 451 master's and 106 doctoral adult education theses completed in Canada, up to and including 1980. Section 1 overviews the purpose and procedures for data collection. Section 2 shows 326 master's theses completed at seven universities from 1960-1977. Names of the authors/researchers are listed alphabetically and followed by the type of degree program, title of thesis, university where the research was undertaken, and year in which the research was completed. Section 3 lists 61 doctoral dissertations completed within three universities from 1967-77. Authors/researchers are listed alphabetically, and each name is followed by type of degree program, title, university, and completion year. For most of them some brief analysis is done on basic research methodology, focus of study, and method of data gathering. Section 4 is an index to 648 descriptive terms used in the theses' titles. Section 5 is a supplement that includes (in three separate listings) 14 master's theses completed prior to 1978 and 106 master's and 45 doctoral theses completed from 1978-1980. The thesis work reported comes from 11 universities four more than in the main report. The list of doctoral theses is not annotated; no index of descriptive terms is provided. (Eleven tables summarize the data, including theses completed by year and university.) (YLB)

ED 205 744 CE 029 736

Exemplary Home Economics Project.

Springfield School District 186, Ill.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 81

Note-109p.; Best copy available.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Course Descriptions, Courses, *Curriculum Development, *Curriculum Enrichment, Curriculum Evaluation, *Demonstration Programs, *Home Economics, Inservice Teacher Education, *Publicity, School Districts, Secondary Education, Surveys

Identifiers-*Hospitality Education, *Springfield Public Schools IL

This report includes a seven-part narrative and extensive appendixes from the first year of a project initiated by one school district to evaluate, revise, change, and update the home economics curriculum. The narrative discusses formation and activities of a program development committee; three surveys, involving currently enrolled students, students who had taken home economics within the last 10 years, and selected community businesses to provide evidence for curriculum changes; development of the new course, Orientation to Hospitality, based on results of the surveys; promotion of home economics through a brochure and posters; inservice workshops; and course evaluation, revisions, and writing of the curriculum. Recommendations for the second year of the project are made. Appendixes include survey instruments and results, proposal for the hospitality course, course descriptions, the brochure, and a form developed for use in curriculum writing. (YLB)

ED 205 778 CE 029 790

Kerr, Barbara A.

Career Education for the Gifted and Talented. Information Series No. 230.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-76-0122
Note-50p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.80).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academically Gifted, *Career Development, *Career Education, *Career Planning, Curriculum Development, Elementary Secondary Education, Emotional Development, *Gifted, Goal Orientation, *Guidance Programs, Integrated Curriculum, Models, Resource Materials, Rural Education, Rural Schools, Student Needs, Talent, Urban Education, Urban Schools, *Vocational Maturity

This paper discusses the current state of research in the area of career education for gifted and talented students and its applications. The paper also addresses three major questions: What are the special career development needs of gifted and talented students?, What kinds of career education and guidance programs are currently meeting the needs of gifted and talented students?, and How might the successful strategies of these programs be integrated into the gifted education provided in every school setting, large or small? Topics examined include multipotentiality, emotional maturity and long-range planning, societal expectations versus personal goals, high and low expectations of particular groups, integration of career education and guidance into gifted education, educational models, curriculum development, rural or small town school program integration, and urban and suburban school program integration. A list of resources for career education and guidance of gifted and talented students is appended. (CT)

ED 205 815 CE 029 886

Fioroni, John J.

Competency-Based Curriculum Guide for Laser Technology. September 1980-June 1981.

College of DuPage, Glen Ellyn, Ill.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-81

Note-182p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Algebra, Behavioral Objectives, Career Ladders, Competency Based Education, Course Objectives, Curriculum Guides, Electricity, *Electronics, *Job Skills, *Lasers, Material Development, *Mathematics, Optics, Resource Materials, Safety, *Technical Education, *Technical Occupations, Telecommunications, Trigonometry, Two Year Colleges

This document contains materials developed by a project to provide a competency-based curriculum guide for laser technology at the community college level. An abstract of the final report is included. Next, the 17 job competencies determined as necessary to meet the job description of laser technician are listed. A career ladder and qualifications for each career are also provided. The three-part curriculum guide is divided into 16 units: Mathematics 2 units (Algebra, Trigonometry); Electronics 6 units (Basic Electricity I-III, Basic Electronics I-II, Electronic Communication); and Laser 8 units (Laser Safety, Introduction to Lasers, General Optics I-II, Laser Optics, Laser Operation, Laser Measurements, Laser Applications). Each unit is divided into objectives, for each of which this information is provided: specifics (topics or concepts), proficiencies/specific objectives, evaluation, and references. A brief summary of teaching and evaluation strategies follows. The final section of the document contains instructional resources, including a list of lab equipment (item, manufacturer, model); bibliographic listings for laser and optics, electronics, physics, and mathematics (publishers addresses are provided); list of journals that have published laser-related articles; and a list of audiovisual resources. (YLB)

ED 205 858 CG 015 349

Sedlak, Michael W.

The Origins and Evolution of Social Work in the Schools, 1906-1970.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 81
Contract-400-79-0017
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Government Role, Individual Counseling, Influences, *Mental Health Programs, *Pupil Personnel Services, School Role, *School Social Workers, *Social History, *Social Work, State of the Art Reviews, Student Problems, Truancy

The years between 1900 and 1920 marked the formative era in the history of school social work. Social work programs were introduced into the schools by private organizations and community groups and were formed to prevent truancy and delinquency, to rehabilitate poor families through relief services, and to Americanize'' the foreign-born populations. Visiting teachers hired to staff these programs focused on environmental conditions rather than on the individual child. After World War I, a period of intense professionalization in school social work began, lasting from 1920 until 1965. Significant forces affecting school social work during the 1920s were the formation of the Commonwealth Fund of New York City and the mental hygiene movement. The expansion of federal relief and welfare programs after the depression allowed professional social workers to refocus efforts on case work and individual therapy; only after World War II did the services of social workers and counselors again flourish in the schools. In the era of federal intervention (1965-1972), local schools purchased social services from private agencies suggesting that, although schools had housed'' social service programs, such programs were never fully absorbed by the schools. (NRB)

ED 206 115 EA 014 009

Guthrie, James W.

The Evolution of Federal Educational Policy.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 81

Note-38p.; Prepared for the School Finance Project.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Policy, Educational Trends, Elementary Secondary Education, *Federal Aid, Federal Government, *Federal Legislation, *Government Role, Politics, *Public Education, Public Opinion, State Government

Identifiers-Education for All Handicapped Children Act, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Politics of Education

Characterized by rapid growth and the increasing infusion of federal money into schools, the 1960s and 1970s can be labeled the Federal Era'' in U.S. educational policy making. This period produced three major initiatives to enhance the quality of educational opportunity: the Elementary Secondary Education Act (ESEA) Titles I and VII (Compensatory and Bilingual Education) and the Education for All Handicapped Children Act (EHCA). Both the ESEA and EHCA were conventional products of a broad social concern. However, policy initiation did not occur through traditional avenues or agents. The executive and legislative branches of government, rather than educational representatives, designed the bills and pressed for their enactment. In implementation, then, the exclusion of educators began to backfire as administrators and school board organizations decried the burden of onerous federal regulations. The conditions leading to the passage of ESEA and EHCA are unlikely to occur again. Moreover, developing demographic, economic, and political trends portend limited future federal interest in educational policy issues. There is little likelihood of federal resources being allocated to educational programs at the expense of federal initiatives in other areas. The major burden of support for public schools and their improvement will likely rest with state and local governments. (WD)

ED 206 137 EC 133 591

Saltford, Richard

Assessment of Needs, Resources and Linkages for Creativity and Giftedness.

Arizona Univ., Tucson. Coll. of Education.
Pub Date-81
Note-11p.; Colloquium Series on Creativity and Giftedness. Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Role, Creative Development, *Creativity, Definitions, Elementary Secondary Education, *Gifted, *Meetings, *Needs Assessment, *Program Development, Talent Identification, Teacher Education, Workshops

Participants of a colloquium series on creativity and giftedness held at Arizona University were surveyed about concerns and suggestions regarding needs, resources, and appropriate linkages for creativity and giftedness programs. Teachers, parents, administrators, school board members, students, and consultants raised concerns over minimal state funds, regulations specifying the criteria of two standard deviations above the mean, inflexible program design in the schools, inadequate teacher preparation and selection, problems in identification and screening, and the importance of community and home cooperation with the schools. Sample survey forms are included, along with the agenda from the final workshop in the series. (CL)

ED 206 180 FL 012 484

A Self-Appraisal Checklist for Foreign Languages in Ohio's Secondary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Pub Date-81
Note-23p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Check Lists, *Program Evaluation, Secondary Education, *Second Language Programs, *Self Evaluation (Groups)
Identifiers-Ohio

This instrument was developed to assist Ohio schools in their endeavors to improve the secondary school program in foreign languages. The checklist is organized into seven major categories (philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation) which represent essential aspects of secondary foreign language programs. While program organization, extent of facilities and activities available, staffing patterns, and other components of programs may vary from school to school, the categories will be represented to some degree in each school's program. The checklist is deemed a useful tool for surveying and assessing an existing program and comparing it to a quality program exemplified by the checklist items. (Author/JB)

ED 205 727 CE 029 709

Proceedings of the Annual Adult Education Research Conference (22nd, DeKalb, Illinois, April 1-3, 1981).

Northern Illinois Univ., DeKalb. Office of Education Research.
Pub Date-81
Note-309p.; Some pages may not reproduce well due to light or small print.
Available from-Office of Research in Adult Education, Gabel Hall 101, Northern Illinois University, DeKalb, IL 60115 ($8.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Academic Achievement, *Adult Education, *Adult Learning, *Adult Programs, Community Education, Computer Assisted Instruction, Counseling Techniques, *Educational Research, Interviews, Labor Education, Motivation, Needs Assessment, Nontraditional Education, Participant Satisfaction, *Professional Continuing Education, Program Evaluation, *Research Methodology, Research Needs, Second Language Learning

These proceedings contain 40 presentation papers, four alternate papers, and seven symposia from the Twenty-Second Adult Education Research Conference. The 44 papers report on research, research problems, and research possibilities, including comparison of student performance in two curricular approaches, trust in small groups, overcoming culture-specific limitations on interviewing, evaluation model for nontraditional master's degree programs, continuing professional education and improved professional practice, motivational orientations and participant satisfaction with instructional environment, determining competent performance, disciplinary-interdisciplinary continuum of university continuing education noncredit programming, brain lateralization in adult learning, developing an evaluation usage model, employee assistance program, laboratory adult education, relationship between creative responses and self-esteem, importance of community needs, taxonomic framework for adult education practices, second language learning, andragogical counseling techniques, teacher effectiveness, roles of continuing education program planners, learning strategies, and cognitive and affective outcomes of computer-assisted instruction. Focuses of the symposia are alternate approaches to research on professional performance and related learning activities; reasons for participation in continuing professional education; naturalistic inquiry methodologies appropriate to adult learning research, doing philosophical research in adult education, early approaches to worker's education, contributions of research paradigm to academic program reviews, and literature as data source in research. (YLB)

ED 205 797 CE 029 836

Crank, Ron

Solar Energy Usage.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-Jun 81
Contract-81-133-10
Note-48p.; For related documents see CE 029 829-838.
Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Conservation Education, Energy, Energy Conservation, *Heating, Learning Activities, Postsecondary Education, *Power Technology, Secondary Education, *Solar Radiation, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers-Energy Consumption

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with solar energy use. Its objective is for the student to be able to discuss the broad aspects of solar energy use and to explain the general operation of solar systems. Some topics covered are availability and economics of solar energy, active solar systems, and auxilliary energy systems. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit tests with answers. (YLB)

ED 205 945 CS 006 269

Mueser, Anne Marie

Reading Aids through the Grades: A Guide to Materials and 501 Activities for Individualizing Reading Instruction. Fourth Edition.

Report No.-ISBN-0-8077-2609-5
Pub Date-81
Note-319p.
Available from-Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($11.50 paper).
Pub Type- Guides - Classroom - Teacher (052) - Books (010)

Document Not Available from EDRS.

Descriptors-Adult Basic Education, *Autoinstructional Aids, Class Activities, *Classroom Techniques, Diagnostic Teaching, Elementary Secondary Education, *Individualized Reading, *Programed Instructional Materials, *Reading Instruction, *Reading Skills, Remedial Reading, Teaching Guides, Teaching Methods

This guide to materials and activities for individualized reading instruction is divided into five major sections. Section one presents a rationale for individualized, diagnostic-prescriptive reading instruction and some procedures for using this kind of instruction in the classroom. Section two is devoted to reading readiness activities, with subsections on visual discrimination, auditory discrimination, alphabet knowledge, vocabulary for reading, interest in books, story sense, and following directions. Section three, offering activities for basic reading skills activities, including many that can be used with older remedial readers, contains subsections on sight vocabulary, grapheme-phoneme relationships (phonics), word structure, easy things to read, and remediation of specific difficulties. Behavioral objectives precede each of the skills areas listed. Section four is devoted to advanced reading skills, such as vocabulary development, things to read and comprehend, reference, and survival reading skills. Section five includes an annotated listing of books and other published materials for use by or with children. An instructional planning index lists the 501 activities offered in the book numerically, indicating the type of grouping for which each activity is suited and whether the activity requires teacher presentation or special preparation of materials. (RL)

ED 205 966 CS 206 447

Wedel, Janine

Opposition in East European Countries: The Language of Protest and Uses of the Press as a Medium of Protest in Poland, Hungary, and Czechoslovakia.

Pub Date-Aug 81
Note-48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activism, Comparative Analysis, *Content Analysis, Foreign Countries, Journalism, *Language Usage, *News Media, Political Issues, *Press Opinion
Identifiers-Czechoslovakia, *Europe (East), Hungary, Poland, *Underground Press

Contending that an examination of the commentary and text of the media can reveal the composition, assumptions, and goals of political opposition movements, this paper analyzes the role of the press and its language of protest in Poland's current political context. The first section of the paper examines the responses of both the official and the unofficial press media to the unrest of 1976 and 1980. In addition, it discusses the reasons for the creation of the unofficial press and comments on Poland's political future. The second and third sections of the paper compare the responses of the press in Poland to those of the press in Hungary and in Czechoslovakia during similar episodes. The final section draws conclusions about protest and the uses of the press during periods of opposition and unrest in the three countries. (FL)

ED 205 988 CS 206 540

Frank, Fred J.

Yearbook Spring Activity.

Pub Date-81
Note-7p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Faculty Advisers, High Schools, Layout (Publications), *Student Publications, *Yearbooks

Noting that spring delivery of yearbooks often leaves instructors with several months of spare time, this paper presents activities that allow teachers to use the experience of senior editors to provide a base for immediate preparation of the next yearbook. The first part of the paper provides 12 specific jobs that can be handled in the spring, including selecting next year's theme, contacting printers for bids, and preparing a schedule with tentative deadlines. The second part provides an outline for design and layout features, while the third parts contains a set of instructions for photographers in charge of senior class portraits. The fourth part of the paper is a sample deadline schedule, and the last part is a checklist for layout and copy sheets. (HTH)

ED 206 073 EA 013 810

Viney, Bonnie L. O'Reilly, Robert R.

Organizational Structure and Effectiveness in School Board Program Departments.

Pub Date-17 Apr 81

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Board Administrator Relationship, *Bureaucracy, Curriculum Development, Elementary Secondary Education, Foreign Countries, Multiple Regression Analysis, *Organizational Effectiveness, *Organizational Theories, *School Organization

Identifiers-*Ontario

In 1975 the Ontario Ministry of Education assigned major responsibilities in curriculum development to local school boards. School boards responded by establishing or expanding special units to develop local programs. At the present time, the organization of these units or program departments varies widely. The focus of the present study is to determine the most effective organizational structure for this curriculum task. A brief review of the literature concerning the relationship of organizational structure to organizational effectiveness is presented. The study examines the organizational structure of 25 school board program departments on four bureaucratic dimensions: (1) configuration, or hierarchical organization; (2) specialization, or the number of functions performed exclusively by one person; (3) centralization, or the locus of decision making, and (4) formalization, or role definition in a department. A regression analysis of these variables on organizational effectiveness revealed centralization and formalization to be negatively related, hierarchical configuration positively related, and specialization not related to effectiveness. The authors explain these results in the light of previous organizational research and the unique characteristics of this sample and outline implications for educational practice. A bibliography and the instruments used to measure effectiveness and the bureaucratic dimensions are included. (Author/MLF)

ED 206 160 FL 012 376

Larson, Mildred L., Ed. Davis, Patricia M., Ed.
Bilingual Education: An Experience in Peruvian Amazonia.
Center for Applied Linguistics, Washington, D.C.; Summer Inst. of Linguistics, Dallas, Tex.
Report No.-ISBN-0-88312-918-3
Pub Date-81
Note-423p.; Type in some figures will not reproduce.
Available from-Summer Institute of Linguistics Bookstore, 7500 W. Camp Wisdom Road, Dallas, TX 75236 ($10.40 plus postage and handling; 10% discount on 10 or more).
Pub Type- Reports - Descriptive (141) - Books (010)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Adult Education, *American Indian Languages, *Bilingual Education, Bilingual Schools, Bilingual Teachers, Community Involvement, Cultural Awareness, Curriculum, Educational History, Educational Legislation, *Educational Objectives, Elementary Secondary Education, Instructional Materials, *Material Development, Multilingualism, Native Language Instruction, *Program Development, Quechua, Reading Materials, Second Language Instruction, Spanish, Supervisory Training, *Teacher Education, Teacher Role, Textbooks, Writing Instruction
Identifiers-Aguaruna (People), Amuesha (People), *Peru, Prestige Languages, Summer Institute of Linguistics

This book reports on an experimental bilingual education program conducted in Peru by Peruvian educators and Summer Institute of Linguistics (SIL) linguists. Sections of the book discuss: (1) the historical perspective of the program; (2) program aspects such as teacher training, goals, and curriculum; (3) what this program may contribute to the development of future programs; (4) the preparation of materials in vernacular languages; and (5) bilingual education as it relates to the development of indigenous communities. Papers include The Role of Vernacular versus Prestige Languages in Primary Education'' and Training to Train: The Key to an Ongoing Program'' by Mildred L. Larson, The Training of Bilingual Teachers'' by Clive A. Shell, and The Challenges of Primer Making'' by Patricia M. Davis. Tables include teacher-training course statistics, curriculum and textbooks for bilingual schools, and a synopsis of SIL work among the Aguarunas. Figures include sample pages from texts, primers, and readers, and a variety of letters and forms for supervisory use. Photographs of students, teachers, and other community members are provided. Appendices include the resolution authorizing bilingual education in the Peruvian jungle, laws relating to bilingual education, and sample pages of the 1977 curriculum. (JK)

ED 206 201 FL 012 511

Kelsey, Irving Serrano, Jose

Language Planning for Venezuela: The Role of English.

Pub Date-Mar 81
Note-20p.; Paper presented at the TESOL Conference (Detroit, MI, March 3-8, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Enrichment, Curriculum Enrichment, Economic Progress, *Educational Policy, English (Second Language), *English for Special Purposes, Foreign Countries, Group Unity, *Language Planning, Learning Motivation, National Programs, Official Languages, Profiles, Reading Comprehension, Reading Materials, *Scientific Research, Secondary Education, Second Language Instruction, *Sociolinguistics, Spanish, Teaching Methods
Identifiers-*Venezuela

A rationale for teaching foreign languages in Venezuelan schools is discussed. An included sociolinguistic profile of Venezuela indicates that Spanish is the sole language of internal communication needs. Other languages spoken in Venezuela serve primarily a group function among the immigrant and indigenous communities. However, the teaching of additional languages could serve general cultural, scientific, technological, international trade, and tourism needs. Spanish meets the local needs for scientific and technological investigation and as such is a local language of science. However, English, as the international language of science, needs to be included in the Venezuelan school curriculum. English is a foreign language in Venezuela and not a second language since it fulfills no societal function. As such, motivation to learn English is typically low. In the schools, too little emphasis is placed on scientific reading and the quantity of reading material is insufficient. It is suggested that Venezuela, as a nation seeking to improve itself through science and technology, place great emphasis on reading comprehension of English for Science and Technology (EST) at the senior high school level. English, instead of being an isolated subject, should be functionally integrated into the overall curriculum. (Author/JK)

ED 205 710 CE 029 678

Industrial Arts Safety Guide. Chinese. Bilingual Education Resource Series.

Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-130p.; Not available in paper copy due to small print. For related documents see CE 029 677-682.
Language-English; Chinese
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking
Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Chinese. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, planer-surfacers; presses, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Korean, Thai, Cambodian, Japanese, and Ilokano are available separately through ERIC see note.) (MN)

ED 205 879 CG 015 371

Persky, David W. Newton, Scott

MBK: A Fraternity Approach to Alcohol Abuse Prevention.

Pub Date-Mar 81
Note-11p.; Paper presented at the Annual Meeting of the American College Personnel Association (Cincinnati, OH, March 29-April 1, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcohol Education, Alcoholic Beverages, College Students, *Decision Making, *Drinking, *Fraternities, Group Discussion, *Peer Groups, *Prevention, Program Descriptions, Recreational Activities, Student Behavior, Student Leadership

This paper addresses the problem of college students' consumption of alcoholic beverages. A brief look at student-oriented alcohol education programs developed by university student personnel administrators is followed by a description of My Brother's Keeper'' (MBK), one fraternity's approach to alcohol abuse prevention for its 10,000 undergraduate members. The goals of the program are discussed, i.e., objectively presenting fraternity members with factual information about alcohol to allow each member to make decisions about alcohol consumption, and to integrate responsible alcohol usage into his life and chapter activities. The successful implementation of the program on several campuses is described, along with a pilot study of the program. The MBK program is described as two-session, self-instructional program designed to facilitate discussion, to promote awareness of the alcohol issue, and to use fraternity members as facilitators. Although designed for use in a fraternity setting, MBK can be adapted for use in other settings. (Author/NRB)

ED 205 902 CS 006 198

Whyte, Jean

Cognitive Development and the Acquisition of Reading Skills.

Pub Date-Sep 80

Note-12p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (5th, Co. Dublin, Ireland, September 11-13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Literacy, Beginning Reading, *Cognitive Development, *Cognitive Processes, Developmental Stages, *Reading Achievement, *Reading Difficulties, Reading Readiness, *Reading Research, *Reading Skills, Remedial Reading

The development of certain cognitive skills to a certain level may be necessary to acquire beginning reading skills. A review of research on cognitive skill development and beginning reading revealed that only a few studies investigated the need for ascertaining the presence of some cognitive processing abilities before reading instruction is attempted. The cognitive skills that have been identified as relevant to reading are (1) perceptual and cognitive decentration, (2) conservation, (3) classification and class inclusion, (4) seriation, and (5) cognitive synthesis. A prereader should reach a point where these skills can be exercised on material that is presented only verbally or symbolically. In the case of remedial readers, lack of reading skills may be due not just to a lack of development of those skills specific to reading, such as word recognition, but to a lack of development of more basic cognitive or thinking skills. In a study to determine whether classification skills had developed to the same extent in adults who had reading problems as they had developed in adults who were normal readers, the results indicated that the normal readers were much more adept at classification tasks. Thus, it appears that a deficiency in acquiring certain cognitive skills can hamper reading and general literacy skills. (AEA)

ED 205 923 CS 006 222

Geva, Esther

Facilitating Reading Comprehension through Flowcharting. Technical Report No. 211.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jul 81

Contract-400-76-0116

Note-92p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Colleges, *Flow Charts, *Reading Comprehension, *Reading Improvement, *Reading Research, Reading Skills, *Study Skills, Two Year Colleges, *Two Year College Students

Two studies were conducted in an effort to see if less skilled readers could be trained to pay closer attention to the hierarchically coherent aspects of text by representing text structures in nodes-relations flowcharts. The subjects were 88 students from two community colleges. A pretest-posttest design with controls was employed. The analysis of data in the first study showed that a significant improvement on the Nelson-Denny Reading Comprehension test scores accompanied an improvement in the quality of posttest text flowcharts produced by experimental students. In the second study, an experimental group of less skilled readers improved significantly more than a comparable control group on the Nelson-Denny Reading Comprehension test. On another comprehension test, designed to measure students' sensitivity to interpropositional relations, experimental students performed significantly better than control students. In addition to the statistical analyses in the second study, samples from experimental-group students' written products were subjected to in-depth analyses. These analyses pointed to qualitative changes in subjects'

ability to construct text flowcharting, and supported the quantitative analyses. (RL)

ED 206 011 CS 206 572

Lally, Tim D. P., Ed.
Journal of Advanced Composition, Volume 1, Number 2.
Association of Teachers of Advanced Composition.
Pub Date-80
Note-54p.
Journal Cit-Journal of Advanced Composition; v1 n2 Fall 1980
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College English, Higher Education, Language Styles, Rhetoric, *Writing (Composition), *Writing Instruction
Identifiers-*Advanced Composition, Outlining, Revision (Written Composition)

Intended for composition instructors at the college level, this journal contains articles on the various aspects of composition instruction and the writing process. Articles in this issue discuss the following subjects: (1) the state of the art of advanced composition, (2) the structure of advanced composition, (3) a taxonomy of communication acts for the design of advanced writing courses, (4) teaching rhetoric in upper division and professional degree program courses, (5) a survey of editors and implications for the teaching of style, (6) revision in advanced composition, (7) revision in a Kinneavy-framed composition course, and (8) outlining. (HTH)

ED 206 219 HE 014 216

Campus and Community.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.

Report No.-ISBN-0-88481-244-8

Pub Date-80

Note-56p.

Available from-Academy for Educational Development, 680 Fifth Avenue, New York, NY 10019 ($5.00 plus $1.00 postage, prepaid).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Campus Planning, Case Studies, *College Role, *Community Development, Community Involvement, *Cooperative Planning, Cooperative Programs, Facility Improvement, Higher Education, Housing Needs, Neighborhood Improvement, *School Community Programs, School Security, *Shared Facilities, Space Utilization, Teacher Housing, *Urban Improvement, Urban Renewal

Identifiers-Aquinas College MI, Brown University RI, Case Western Reserve University OH, Ohio State University, Pratt Institute NY, Saint Louis University MO, University of Pittsburgh PA, Xavier University of Louisiana

The college's role in enhancing the physical environment and facilities of its surrounding community is examined, based on the experiences of more than 30 institutions, ranging from small private colleges to large state-run universities. In contrast to practices in the 1950s and 1960s, there is currently a new understanding that the campus and the community have common concerns that need to be addressed together. Between 1957 and 1967 the need for more and better facilities resulted in expansion of colleges and universities into their surrounding communities. The beneficiary of renewal was to be the university and many of the redevelopment plans for cultural centers and scientific research complexes were abandoned after the land had been acquired and buildings torn down. Currently, joint planning groups, with representatives from both community and university, are common, and the focus of planning is as likely to be on community projects as it is on university projects. The concepts of partnership, community participation, and small-scale development are now embraced by the federal government as well. Eight case studies of renewal are examined as follows: University Circle, Cleveland; Xavier University; St. Louis University; Pratt Institute; University of Pittsburgh; Brown University; Ohio State University; and Aquinas College. Additionally, strategies being used by more than 20 institutions are addressed, including the following: campus-related commercial development, renovation of community buildings, shared cultural facilities, community housing improvements, and expanded range of campus security. Principles of partnership include good communication, commitment, openness, and a willingness to cooperate. (SW)

ED 205 674 CE 028 743

Hult, Marit

Technological Change and Women Workers: The Development of Microelectronics. World Conference of the United Nations Decade for Women: Equality, Development, and Peace. Report Number 80-14948.

United Nations General Assembly, New York, N.Y.

Pub Date-80

Note-39p.; Paper presented at the World Conference of the United Nations Decade for Women: Equality, Development and Peace (Copenhagen, Denmark, July 14-30, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Developed Nations, *Electronics, Employed Women, Employment, *Employment Opportunities, Employment Projections, *Females, Futures (of Society), Labor Market, Service Occupations, *Technological Advancement, *Work Environment

Identifiers-*Microelectronics

This report reviews the current debate in industrialized market economy countries on the impact of microelectronics technology on employment. A special focus is on the impact on women's employment opportunities. Chapter 1 presents information on the technological background, including the development of microelectronics and their application in the service sector. Chapter 2 reviews three views in the debate on microelectronics and employment: optimistic, pessimistic, and moderate. In chapter 3 the possible impact of microelectronics on various industries and occupations is discussed. Some quantitative estimates are given. Chapters 4 and 5 concern the impact on women's employment opportunities and working conditions. Issues include the disproportionate effect on the female labor market, possibilities opened by technological change, positive effect on work environments, fragmentation of work, and reduction of skill requirements. Chapter 6 suggests these courses of action: (1) women's participation in public debate and decision making, (2) women's participation in trade union debate and decision making, and (3) compensatory educational and labor market policy measures. (YLB)

ED 205 761 CE 029 766

Catalog of CETA Governors' Grants Program and Activities. Volume II.
National Governors' Association, Washington, D.C.
Spons Agency-Office of Youth Programs (DOL), Washington, D.C.
Pub Date-May 81
Note-387p.; For a related document see CE 029 765.
Available from-National Governors' Association, Employment and Vocational Training Program, Hall of the States, 444 North Capitol St., Washington, DC 20001.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Access to Education, Apprenticeships, Cooperative Programs, Coordination, Curriculum Development, Economic Development, Educational Assessment, *Educational Finance, Educational Opportunities, Educational Planning, *Educational Policy, Educational Research, *Employment Programs, Federal Legislation, Financial Support, *Grants, Incentive Grants, Job Development, Job Training, Labor Market, Linking Agents, Program Costs, Program Descriptions, Program Development, Rural Areas, Special Education, State Aid, State Officials, *State Programs, Statewide Planning, Technical Assistance, Testing, Vocational Education, Youth Programs
Identifiers-*Comprehensive Employment and Training Act, *Governors Grants

This catalog contains descriptions of the programs funded by governor's grant funds during fiscal 1980. (The governor's grants are funds provided by the Comprehensive Employment and Training Act of 1973 for use at the state level by the state governors.) It is divided into four parts. Part 1, which identifies programs funded under the coordination and special services grant, outlines programs dealing with coordination, planning, technical assistance, rural areas, labor market/occupational information, research, special target populations, economic development, and apprenticeship. Examined next are programs funded under the educational linkages grant, which are targeted in the areas of coordination, technical assistance, information exchange, development and dissemination, expanding educational opportunities, curriculum development, assessment and testing, elimination of artificial barriers, and jointly funded training and services. Activities involving apprenticeship linkages, employment and training for special target populations, labor market and occupational information, coordination, and cooperative efforts are summarized next. Presented in part 4 is a state-by-state list of resource persons who may be contacted for further information on programs. (A companion report containing an overview of the intended utilization of governor's grants in the states is available separately through ERIC see note.) (MN)

ED 205 837 CG 015 328

McIntosh, John L. Santos, John F.

Changing Patterns in Methods of Suicide by Race and Sex.

Pub Date-25 Apr 81

Note-29p.; Paper presented at the Annual Meeting of the American Association of Suicidology (14th, Albuquerque, NM, April 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Asian Americans, *Behavior Patterns, Blacks, Cross Cultural Studies, *Cultural Influences, *Ethnic Groups, *Racial Differences, *Sex Differences, Sociocultural Patterns, *Suicide, Trend Analysis

Suicide rates vary greatly by sex and race, but the methods employed by these groups have not been studied closely and across time. Annual official national statistics for specific methods of suicide by sex and specific racial group were examined from 1923 to 1978. During this time period, shifts occurred in the proportions of suicides by method, most noteably for women and Asian-American groups. Although women continued to kill themselves with solid and liquid poisons more often than men, in recent years firearms became a more frequent method. Among Japanese- and Chinese-Americans, the most common methods of suicide were hanging, strangulation, and suffocation. However, the proportions declined over time, while those for methods such as firearms increased. Firearms continued to be the method most often used in completed suicides by Caucasian, Black, and American Indian males. Results suggest that acculturation, changing societal roles, and problems with the compilation of official statistics may be possible factors affecting changes in method choice. (Author/NRB)

ED 205 989 CS 206 544

White, Mary Lou, Ed.

Adventuring with Books: A Booklist for Pre-K-Grade 6. New Edition.

National Council of Teachers of English, Urbana, Ill.
Report No.-ISBN-0-8141-0075-9
Pub Date-81
Note-481p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 00759, $6.95 member, $8.95 non-member).
Pub Type- Reference Materials - Bibliographies (131) - Books (010)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Annotated Bibliographies, *Books, *Childrens Literature, Early Childhood Education, Elementary Education, Fantasy, Fiction, Poetry, Reading Materials, Science Fiction, Social Studies

Intended for teachers of preschool through sixth grade children, librarians, parents, educational media specialists, and students of children's literature, this bibliography contains annotations of 2,500 recommended books for children. The annotations, listed in alphabetical order by author, are divided into several categories, including the following: (1) traditional literature, (2) modern fantasy, (3) science fiction, (4) historical fiction, (5) contemporary fiction, (6) poetry, (7) holidays, (8) social studies, (9) biography, (10) the sciences, (11) the arts, (12) sports and games, and (13) hobbies. A professional category lists authors' essays, bibliographies, criticism, teaching methods, and textbooks. The volume concludes with a directory of publishers, and indexes for titles and authors. (HTH)

ED 206 033 CS 503 571

McDowell, Earl E. And Others

An Investigation of Source and Receiver Apprehension between United States and Australian Students at the High School and College Levels.

Pub Date-May 81

Note-23p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, College Students, *Communication Problems, *Communication Research, Comparative Analysis, *Cross Cultural Studies, Foreign Countries, Listening Skills, Public Speaking, Secondary School Students, *Student Attitudes

Identifiers-*Australia, *Communication Apprehension

A study investigated listening and oral communication apprehension in high school and college students from the United States and Australia. The subjects were 355 students from the United States (133 high school females, 109 high school males, 65 college females, and 46 college males), and 339 students from Australia (73 high school females, 91 high school males, 112 college females, and 63 college males). The results revealed significant differences between high school students from the United States and Australia on the Personal Report of Communication Apprehension and on the Receiver Apprehension Test. Similar results occurred when analyzing the college data. The findings indicated Australian high school and college students had greater listening apprehension than students from the United States. High school students from the United States and college students from Australia had higher oral communication apprehension scores. Overall, females from both countries were more apprehensive than were males. (RL)

ED 206 053 EA 013 773

Atkinson, Glen W. Sears, Thomas A.
School Finance and Tax Reform in Nevada.
National Inst. of Education (ED), Washington, D.C. School Finance Project.
Pub Date-Mar 81
Note-82p.; Some tables may reproduce poorly due to broken print of original document. For related documents, see EA 013 769-776.
Available from-Not available separately; see EA 013 769.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Educational Finance, *Educational Legislation, Elementary Secondary Education, *Equalization Aid, *Finance Reform, Government School Relationship, School Support, *State Aid, State Legislation, Tables (Data)
Identifiers-*Equity (Education), Nevada, Tax Limitation Efforts

Nevada is simultaneously undergoing tax reforms and attempts to achieve educational equity in school finance. This paper gives the background and history of Nevada's school finance system and assesses the impact of recent tax reforms. The authors first review Nevada's population, enrollment, and conditions of school finance before tracing the evolution of the state's educational finance system and the origins of the 1967 Nevada Plan'' for achieving equity in education. They describe in detail the plan's formula for allocating state aid to school districts and its problems with needs assessments. In addition, they discuss equalization and deteriorating financial support for Nevada schools. The tax reforms legislated in 1978 are outlined and their impact is estimated on the existing property tax system, on county and school district taxes, and on the state's share of educational finance. The authors conclude by suggesting ways to make the tax reforms consistent with the Nevada Plan's goals of educational equity. (RW)

ED 206 093 EA 013 867

Klein, M. Frances Goodlad, John I.

A Study of Curriculum Decision Making in Eighteen Selected Countries.

Spons Agency-National Academy of Education, Stanford, Calif.
Pub Date-Sep 78
Note-86p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development, *Decision Making, Elementary Secondary Education, *Foreign Countries, *Government School Relationship, *Organization

The processes involved in curriculum development in 18 curriculum centers are explored in this study. Most, but not all, were national centers sanctioned in varying ways by the government in the following countries: Chile, Ethiopia, Finland, Ghana, Hungary, India, Iran, Israel, Japan, Kenya, Korea, Malaysia, New Zealand, Norway, Spain, Sweden, Thailand, and Venezuela. Data were obtained by a questionnaire and by interviews of personnel of selected curriculum centers. The processes utilized, what decisions are made, and who makes them were the major concerns of the study not the products of curriculum planning. Individual countries are not identified in the data analysis and data are presented in tables as raw numbers with 18 as a base for each response. The study results are clustered into three broad categories for reporting: a general description of the centers, levels of decision-making, and organization of, and choices among, curricula. The processes used in curriculum development seem to consist of a one-way street from the Ministry, university, and center down to the local school, to the teacher, and finally to the student. There do not appear to be many opportunities for the local concerns of faculties, parents, and students to be communicated to those most involved at the societal level of curriculum development. The questionnaire and a list of the respondents are in the appendix. (Author/MLF)

ED 206 138 EC 133 592

Shakotko, Robert A. Grossman, Michael

Physical Disabilities and Post-Secondary Educational Outcomes. Working Paper No. 609.

National Bureau of Economic Research, Cambridge, Mass.

Pub Date-Apr 81

Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Print is poor in parts.

Available from-Conference Papers, NBER, 1050 Massachusetts Ave., Cambridge, MA 02138 ($1.50 per copy, prepayment is required for orders under $10.00).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employment, *Health, *Physical Disabilities, *Postsecondary Education, Research Methodology

The effects of poor early life cycle health on the postsecondary educational choices and outcomes of 10,430 physically disabled persons who were high school seniors in 1972 were examined. Ss were resurveyed in October of each year through 1976. Health information, including self report and official school report of disability was collected at the base year and in the subsequent 5 years. Data indicated that the educational choices and progression of the disabled were not different than those of the full sample once other variables were accounted for. Statistical methodology for analyzing the educational choice aspect, and the question of effects of disability on earnings is discussed. Some evidence was found for lower earning for the disabled, but also higher rates of return to postsecondary education. (CL)

ED 206 181 FL 012 485

Chellappan, K.
The Concept of Core Language and the Notional-Rhetorical Approach to Second Language Teaching.
Dravidian Linguistics Association, Trivandrum (India).
Pub Date-Jan 81
Note-17p.
Journal Cit-International Journal of Dravidian Linguistics; v10 n1 p132-39 Jan 1981
Pub Type- Journal Articles (080) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Communicative Competence (Languages), Dravidian Languages, French, Grammar, Grammar Translation Method, Indonesian Languages, Interlanguage, *Language Patterns, *Language Role, Language Universals, Language Usage, *Notional Functional Syllabi, *Psychological Patterns, Reading Processes, Rhetoric, *Second Language Instruction, Second Language Learning, Semantics, Speech Skills, Structural Linguistics, Syntax, Tagalog, Tamil, Transformational Generative Grammar, Translation
Identifiers-*Core Language

This paper focuses on the mechanism by which the successful learner acquires a second language. The author postulates a core language, the common core of the speaker's native and target languages, and states that the second language becomes an extension of this common core. Whatever language-specific features are added while acquiring the second language are extensions of the common system underlying the two systems. In successful second language learners, latent language structure is linked with latent psychological structure, whereas in the ordinary learner there is a separation between these two structures. The successful language learner achieves a prelinguistic identification that results in successful communication in two codes. The language learner, in seeking genetic equivalence, discovers a deep interlingual identification between native and target language forms. In discussing the grammar-translation method, the situation-structural method, and the notional-rhetorical approach, the latter is seen as primary since it establishes a closer link between the latent psychological and latent language structures. By assuming that function is prior to form and that the whole is prior to the parts, this method facilitates the realization of conceptual and behavioral potentials of language in a properly linked manner. (Author/JK)

ED 205 693 CE 029 603

Foster, Phillip R., Comp.

Resource Guide to Competency-Based Vocational Education: Distributive Education.

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-80

Note-149p.; For related documents see CE 029 603, ED 133 459, and ED 176 076.

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Abstracts, Advertising, Annotated Bibliographies, *Audiovisual Aids, Behavioral Objectives, Business Administration, Communication (Thought Transfer), *Competency Based Education, *Distributive Education, Educational Resources, Elementary Secondary Education, Fashion Industry, Human Relations, Instructional Innovation, *Instructional Materials, Job Skills, *Marketing, Mathematics, Merchandising, *Occupational Information, Periodicals, Postsecondary Education, Professional Associations, Resource Materials, Salesmanship, Sales Workers, Supervisory Training, Tests, Unions

This resource guide for classroom teachers contains annotations of resources representing recent instructional development in competency-based education for distributive education. It is also intended to assist curriculum specialists, administrators, and supervisors in development of performance-based instructional programs. The guide is divided into three sections. The first provides occupational information for use as reference material in developing instructional materials, student career information, and guidance information. Section 2 contains descriptions of two categories of curriculum resources print and nonprint materials. Printed instructional materials include curriculum guides, course outlines, learning activity packages, task analyses, occupational inventories, student manuals, performance objectives, and tests. Nonprint materials include 16mm films, filmstrips, filmloops, slides, and transparencies. Each of the two sections is divided into ten subject areas: Selling, Human Relations, Advertising, Mathematics, Communications, Display, Merchandising/Marketing/Distribution, Management, Fashion, and General. Each reference provides the following information: title, publisher or source with address, annotation, number of pages or length, and cost. A listing and description of periodicals related to health occupations is also provided. The guide's third section lists names and addresses of trade and professional organizations. (YLB)

ED 205 745 CE 029 737

Lewis, James P.

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-81

Note-92p.; For related documents see ED 031 604 and ED 147 640.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracts, Articulation (Education), Competency Based Education, Cooperative Education, Curriculum, Curriculum Research, Educational Administration, Educational Legislation, *Educational Research, Educational Resources, Evaluation Methods, Federal Legislation, Guides, Higher Education, Information Dissemination, Inservice Education, Inservice Teacher Education, Models, Program Evaluation, *Research Projects, *Research Reports, Sex Fairness, Special Education, *State Programs, Student Attitudes, Teacher Attitudes, Teacher Education, Unemployment, *Vocational Education, Youth Employment

Identifiers-*Education Amendments 1976, *Pennsylvania

This publication contains abstracts of research projects in vocational education conducted in Pennsylvania. The directory also lists the research, exemplary, and curriculum activities which were conducted during the 1979-80 fiscal year. All projects listed were supported with federal vocational funds under Public Law 94-482. Information contained in each abstract includes name and address of project director, funding amount, purpose, objectives, outcomes, intended audience, and publications and available materials resulting from the project. The following subjects are covered in the abstracts: educational administration, articulation (secondary and postsecondary); vocational attitudes; cooperative education; curriculum; competency-based vocational education; research dissemination; evaluation; guides, models, and resources; inservice education; sex equity; special education; teacher education; and youth unemployment. (KC)

ED 205 779 CE 029 791

Lancaster, Anita Sklare Berne, Richard R.

Employer-Sponsored Career Development Programs. Information Series No. 231.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-76-0122

Note-69p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($5.10).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Development, *Career Development, *Career Planning, Case Studies, Educational Research, Educational Theories, Employers, *Industry, Models, Program Content, Program Design, *Program Development, Program Evaluation, *Program Implementation

This monograph presents an overview of employer-sponsored career development programs. It is divided into four sections. The Adult Development'' and Adult Career Development'' sections review pertinent theories and research (basic concepts, task model, transition model, theme model, adult career stages, career anchors approach, career development and planning programs). The Career Programs and Practices for Adult Workers'' section discusses factors contributing to the development of employer-sponsored career programs; an analysis of the delegation of responsibility for the development and ongoing implementation of such programs; descriptive information on current practices and programs; and future perspectives. In the appendix, case studies are presented that include overviews of career development programs within specific settings (Anheuser-Busch; Bache Halsey Stuart and Shield, Inc.; Disneyland; General Electric; Goddard Space Flight Center; Lawrence Livermore National Laboratories; Virginia Polytechnic Institute and State University). References and a selected bibliography are included. (CT)

ED 205 815 CE 029 888

Crawford, Glinda B.

Consumer Homemaking Education: What Are the Impacts? Final Report of a North Dakota Project.

North Dakota Univ., Grand Forks. Dept. of Home Economics and Nutrition.

Spons Agency-North Dakota State Advisory Council for Vocational Education, Fargo.; North Dakota State Board for Vocational Education, Bismarck.

Pub Date-1 Aug 81

Note-56p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Followup Studies, High School Graduates, *Home Economics, *Home Economics Skills, *Homemaking Skills, *Outcomes of Education, Responsibility, Secondary Education, Student Organizations, Student Participation

Identifiers-Future Homemakers of America, Impact, *Impact Studies, North Dakota

A research project was conducted to evaluate the impact of programs that prepare students for the occupation of homemaking. The survey focused on former students after high school, their homemaking responsibilities, and the impact of homemaking instruction. The 155 students in the random sample were from 62 North Dakota school districts; they had taken at least three semesters of consumer homemaking and were males and females from all academic ranks. Following graduation, 70 percent had enrolled in a postsecondary program. Homemaking responsibilities included greatest initial involvement in money management, housing, personal development and relationships, time management, and clothing. Most (79 percent) stated that homemaking classes had assisted them in preparing for independent living responsibilities. Foods and nutrition was identified as being helpful by the highest number (85 percent). Students also indicated assistance in money management (68 percent), time management (44 percent), personal development and relationships (62 percent), and clothing (79 percent). Almost all students (96 percent) identified personal gains from enrollment, including greater confidence, increased independence, satisfaction, and greater understanding of oneself and others. Of those who had belonged to Future Homemakers of America (42 percent), 72 percent indicated personal gains from participation. (The survey instrument, data breakdown, anecdotes, and case studies are appended.) (YLB)

ED 205 859 CG 015 350

Greenwood, Peter W. And Others

Age, Crime, and Sanctions: The Transition from Juvenile to Adult Court.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Report No.-Rand-R-2642-NIJ
Pub Date-Oct 80
Grant-J-LEAA-78-NI-AX-0102
Note-109p.; For related document, see CG 015 347.
Available from-Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($7.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Adults, *Age Differences, Court Doctrine, Court Litigation, Crime, *Criminal Law, *Justice, *Juvenile Courts, *Legal Problems, Punishment, *Sanctions, State Action

This document, the final report resulting from a two-year study of the use of juvenile records in adult court proceedings and the relationship between age and sanction severity, is of interest to researchers and policymakers concerned with sanction policies for youthful offenders. The introductory chapter provides an overview of the controversy surrounding the two-track system of justice. Later chapters review the evidence concerning the relationship between age and crime, by using arrest statistics and looking at individual career patterns. The relationship between sanctions and age is examined from several perspectives, including a reanalysis of the pattern of sanctions by age and an appraisal of new data gathered from cases in Los Angeles County, Franklin County, Ohio, and New York City. A sample of adult prison inmates is described, and the severity of their sanctions before and just after becoming adults is discussed. Findings from a survey of prosecutors concerning their access to and use of juvenile records in adult court proceedings are included. The final chapter explores the implications of the project findings for further research and policy development. (Author/NRB)

ED 205 967 CS 206 453

Sahin, Haluk And Others

Television News as a Source of Information: What Gets Across and What Doesn't. A Case Study.

Pub Date-Aug 81
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences, Comprehension, *Content Analysis, *News Reporting, *Recall (Psychology), *Television Research, Television Viewing
Identifiers-*Audience Response, *Broadcast Journalism

Seeking to uncover some of the factors involved in the comprehension of televised news, a study examined the responses of 425 television news viewers to questions about a news story appearing on a national network's evening newscast. The subjects were asked to name the stories they recalled from the newscast. Then the respondents' recall of the stories was prompted by descriptive labels, which referred to stories in the broadcast without suggesting the content of the individual news stories. All the respondents' comments about all the news stories were recorded and analyzed. The central point of each news story as defined by news editors was used to assess viewer's comprehension. Examination of the target story (a meeting between President Carter and West German Chancellor Helmut Schmidt) with an information transmission approach confirmed that what viewers understand and recall from television news cannot be easily predicted from knowledge of story news content. Only one third of the viewers knew the central point of the target story, while almost half of the respondents remembered nothing at all from the story. The types of information recalled by the viewers were also remarkably diverse, often distorted or factually erroneous. Viewer comprehension of the story appeared to be related to various features of its presentation. (RL)

ED 206 012   CS 503 391

Wilke, Jurgen Eschenauer, Barbara
Mass Media Use by Children and Media Education in Germany.
Pub Date-May 81
Note-21p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids, *Educational Practices, Educational Research, Educational Trends, Foreign Countries, *Mass Media, *School Surveys, *Teacher Attitudes
Identifiers-*Germany, Media Role, *Media Use

Efforts to include the mass media in school instruction in Germany date back almost as far as the modern mass media themselves. However, the latter were, at best, nearly always used as an instrumental means and not as a subject of education in their own right. The basic findings of a representative survey of teachers in the Federal Republic of Germany presents an ambivalent picture of media education in this sense: even though many teachers use mass media as a subject of their instruction, an obvious lack of consensus exists among them as to the regularity and amount of time spent on it, the aspects of content related to it, and the appropriate methodology with which to approach it. A comparison of the specific data shows that the preference for the printed rather than the audiovisual media and the choice of practical examples for school instruction do not bear enough relevance to the specific use of mass media by children and adolescents, therefore violating a basic educational principle of school instruction. The educational aims of the teachers tend to be determined in this case by a critical distance to the mass media and an uncertainty about their role in the lives of the students rather than by impartiality. (Author/HOD)

ED 206 116 EA 014 010

Peterson, Paul E. Rabe, Barry G.

Interest Groups and the Future of Educational Policy. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-81

Contract-RFQ-NIE-Q-81-0077

Note-46p.; Prepared for the School Finance Project.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Policy, Federal Aid, Federal Programs, Federal Regulation, *Influences, Organizations (Groups), *Policy Formation, Political Influences, Political Issues, Politics, Public Policy

Interest groups have historically contributed more to the maintenance of existing national educational policies and programs than to the creation or shaping of new ones. The uncertain political acceptance of the recently increased federal role in education complicates attempts to predict the degree of change in policy development to expect during the 1980s. A review of the history of federal educational policy and the group pressures affecting it emphasizes how partisan, how ideological, and how conflictual an arena this has been. Dominance of both the Congress and the White House by either Republicans or Democrats has allowed rapid, decisive change. Interest groups have retarded or modified shifts in educational funding levels only when the balance of power between the two parties has been fairly even. Current Republican dominance in policy development could increase if economic conditions improve, though the improved conditions could make Republican funding and regulation reductions seem less necessary. On the other hand, poor economic conditions could lead to the return of the Democrats to power while making increased spending less appealing. The future of the federal role in education will apparently depend more on the outcome of future elections than on the influence of interest groups. (Author/PGD)

ED 205 798 CE 029 837

Crank, Ron
Transportation.
Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-Jun 81
Contract-81-133-10
Note-20p.; For related documents see CE 029 829-838.
Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Conservation Education, Efficiency, Energy, *Energy Conservation, *Fuel Consumption, *Fuels, Learning Activities, *Motor Vehicles, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, *Transportation, Units of Study, Vocational Education
Identifiers-*Energy Consumption

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with transportation and energy use. Its objective is for the student to be able to discuss the implication of energy usage as it applies to the area of transportation. Some topics covered are efficiencies of various transportation modes, basic strategies to reduce energy consumption when using transportation, and methods to improve transportation efficiency by practicing changed methods of operation and maintenance of a vehicle. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheets with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 880 CG 015 372

Families: Aging and Changing. Hearing Before the Select Committee on Aging. House of Representatives, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-96-242
Pub Date-4 Jun 80
Note-122p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Aging (Individuals), Extended Family, *Family (Sociological Unit), Family Life, *Family Relationship, *Federal Programs, *Grandparents, Hearings, Housing, Individual Needs, *Older Adults, Problem Solving

This Congressional committee hearing focuses on issues related to the elderly and the family. Testimony by the founder of the Gray Panthers discusses the problem of providing care for ill and frail family members and emphasizes the need for federal programs to assist older Americans living in either traditional or nontraditional settings. Statements by multigenerational family members highlight the positive aspects of living together and apart and emphasize ways in which older family members can help strengthen family bonds, establish pride in heritage, care for younger members, and contribute to the productive force of the family unit. Professionals in the field of aging, along with the children of frail and disabled parents, describe services which could assist the caretaking roles. Following committee members' statements, several witnesses consider innovative approaches designed to strengthen the extended family or to support alternative solutions. Additionally, a social work professor testifies with his family; his fifth-grade daughter presents findings from her interveiws with children whose grandparents live in their homes. The appendices contain supporting statements received for the hearing. (NRB)

ED 205 946 CS 206 076

Battye, Virginia Moss, Peter

Private Talk: A Study of Monologue. Australian Studies in Language and Education Monograph Series.

Curriculum Development Centre, Canberra (Australia).
Pub Date-78
Note-34p.
Available from-Curriculum Development Centre, P. O. Box 52, Dickson, A. C. T. 2602, Australia.
Pub Type- Books (010) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Students, *Correspondence Study, *Discourse Analysis, Educational Research, English Instruction, *Language Skills, *Language Usage, *Monologs, *Oral Language, Student Teacher Relationship, Tape Recordings
Identifiers-*Audience Awareness

Because most adult students learning English by correspondence never meet their tutors, a study was conducted in which students were asked to send in tape recordings of some experience in their lives. As in the impersonal and rather sterile situation of correspondence study, the students were talking to a listener they could not visualize so that the general problem of audience was magnified. It was therefore hypothesized that since the speakers did not know who they were talking to, they would turn back to themselves as the audience. Analysis of four monologue tapes showed that two of the students did turn back to themselves as audience. When talking about their experiences, they adopted the role of onlooker or spectator. The other two students' tapes revealed a retreat to formality and awkward phrasing. Whereas an unknown audience constrained the speech and limited the range of subjects for the latter two students, the adaptation to self as audience freed the other two students to speak fluently and openly about their experiences. (HOD)

ED 206 034 CS 503 577

Gillis, Lynette Spears, George

PEAC Analysis of Oye Willie''.

Corporation for Public Broadcasting, Washington, D.C.

Report No.-ISBN-0-89776-059-X

Pub Date-Feb 81

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, Adults, Evaluation Methods, *Hispanic Americans, *Programing (Broadcast), *Public Television, *Television Research, *Television Viewing, Whites

Identifiers-*Audience Response, *Oye Willie (Title)

As part of a research program designed to facilitate the development of innovative television programing as well as programing that reaches unserved or underserved audiences, the Corporation for Public Broadcasting commissioned an evaluation of one 30-minute episode of the dramatic series, Oye Willie,'' which features a Puerto Rican American family living in New York City. The study assessed the level of interest in the program of 13 adolescent and 38 adult Hispanic-American viewers and of 23 members of the general audience. Data were collected through focus group discussions, questionnaires, and the Program Evaluation Analysis Computer (PEAC), which monitors viewers' moment-to-moment responses to a program. Overall response to the show was positive. The adolescent Hispanic group was very satisfied with the program as it was. However, the two adult groups expressed diverging concerns the Hispanics reported that the program did not go far enough in providing positive role models for those experiencing integration, while the general audience suggested that the program did not do enough to satisfy their desire for information about traditional Hispanic culture. (FL)

Wirt, Frederick M. Mitchell, Douglas E.

Social Science and Educational Reform: The Political Uses of Social Research.

Pub Date-Apr 81
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Change, Educational Policy, Elementary Secondary Education, Models, *Policy Formation, *Political Influences, Political Issues, *Public Policy, *Research Utilization, *Social Science Research

Focusing on whether and how research actually contributes to the formation of public policy, this paper explores the critical problems in the linkage between science production and the systems that formulate educational policy. The authors suggest that the utilization of social research is limited more by problems of integrating research into the policy process than by any inadequacy in the quality of contemporary research efforts. They argue that science not only can, but does, contribute significantly to the formation of educational policy. Policy issues are viewed as passing through stages of issue definition, deliberation of options, assignment of values and resources, and review of implementation and outcomes. The basic types of policy relevant research are defined as descriptive, explanatory, critical, and forecasting. Each research type emphasizes a different social science process and contributes to different aspects of policy making. The authors conclude by drawing together these conceptual components of the policy process and different types of knowledge into a larger model that attempts to encompass the needs of the academic and the policy maker, as well as the imperatives of action manifest in decision-making. (Author/MLF)

ED 206 161 FL 012 410

Bancroft, W. Jane

Suggestopedia and Soviet Sleep-Learning.

Pub Date- 81

Note-19p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiolingual Skills, Dialogs (Language), French, German, Grammar, Instructional Materials, Intonation, *Learning Processes, Listening, *Memorization, Music, Paired Associate Learning, *Paralinguistics, Reading, Rote Learning, *Second Language Learning, *Teaching Methods, Translation

Identifiers-Hypnopedia, *Soviet Sleep Learning, *Suggestopedia

This paper examines the parallels between suggestopedia and Soviet sleep-learning for learning foreign languages. Both systems are based on the idea that the acquisition of information can occur in states below the optimal level of consciousness. Hypnopedia makes use of the period of paradoxical or light sleep that usually occurs just as one is falling into a deep sleep and just before one awakens. The original suggestopedic language class comprised a special two-part relaxation session for memorization of the lesson material at an unconscious level. As initiated in the Soviet Union, sleep-learning was intended to be used in conjunction with regular daytime classes in foreign languages and other academic subjects. Both suggestopedia and Soviet hypnopodia present lesson material in the form of paired associates and utilize repetition, rhythm, and intonation as aids to memorization. Also, both make use of a two-part session for memorization of previously studied materials active concentration on the text in a state of relaxed alertness and passive absorption of the text in a state of light sleep or in a state bordering on sleep. Finally, both claim that their respective systems have very positive effects on the memory and the well-being of the student. (Author/JK)

ED 205 675   CE 028 786

Leach, James A., Ed.

Productivity in the Workforce: A Search for Perspectives. Proceedings of the Annual Rupert N. Evans Symposium (2nd, Urbana, Illinois, April 21-22, 1980).

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Pub Date-Dec 80
Note-98p.; For a related document see CE 029 475.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Business, Curriculum, *Definitions, Developmental Disabilities, Disadvantaged, Economic Factors, Employee Attitudes, Employment Programs, Females, Influences, *Minority Groups, *Population Trends, Postsecondary Education, *Productivity, Secondary Education, Social Influences, *Socioeconomic Influences, *Vocational Education
Identifiers-Small Businesses

This monograph is concerned with the topic of productivity in the workforce. The papers presented represent an attempt to bring together the thinking of individuals from various fields of study on the topic. The first set of papers in the monograph is concerned with defining productivity in a broad sense. To this end, papers are presented that address the topic from an economic, social, and worker perspective. A second set of papers is concerned with enhancing productivity by concentrating on specific subgroups of the nation's population. Each of the papers in both sets was presented at the conference and is followed by a reaction that was also presented. Finally, two papers are included as a conclusion. The first attempts to summarize the observations, concerns, and recommendations included among the preceding papers. The second lends a general vocational education perspective to the concept of worker productivity. The presenters and participants in the symposium included experts from the fields of vocational and technical education, family and consumer economics, business administration, educational policy studies, occupational education, sociology, special education,

economics, labor and industrial relations, and social work. (KC)

ED 205 711 CE 029 679

Industrial Arts Safety Guide. Ilokano. Bilingual Education Resource Series.

Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-682.
Language-English; Ilokano
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, *Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking
Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Ilokano. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping, back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, planer-surfacers, presses, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing materials in Korean, Chinese, Thai, Cambodian, and Japanese are available separately through ERIC see note.) (MN)

Adams, Susan B.

Serving Students with Limited English Proficiency: A Guide for Kentucky Vocational Educators.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-81
Note-125p.; For a related document see ED 195 821.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Basic Skills, Bilingual Education, Career Guidance, Competence, Competency Based Education, Competency Based Teacher Education, Definitions, Educational Finance, *Educational Resources, *English (Second Language), Instructional Materials, Literacy Education, Models, Postsecondary Education, Program Content, *Program Development, *Program Implementation, Secondary Education, Student Evaluation, *Vocational Education, Vocational Followup, Vocational Interests
Identifiers-Kentucky, *Limited English Speaking

This manual is intended to guide Kentucky vocational educators in designing and implementing a program of occupational and English language instruction that will efficiently and sensitively meet the special needs of students with limited English proficiency (LEP). The step-by-step guide aims to identify teachers' existing capabilities that may be appropriately used with these students, plus point out new techniques and resources that other vocational educators across the state and nation have found to be effective in preparing these students for occupational placement. This program manual contains six sections, covering the following topics: (1) introduction a look at the student with limited English proficiency, review of terms and outreach efforts; (2) assessment of LEP students; (3) selection of a program model describes several models, such as bilingual vocational education, vocational English as a second language (VESL); prevocational English as a second language, survival ESL, basic skills ESL, literacy ESL, and considerations for selecting program components; (4) funding sources; (5) program implementation; and (6) occupational placement and follow-up. Appendixes list resources that can be used in preparing programs for LEP students, such as guides for competency-based instruction for survival skills, basic skills, home management, and general vocational and literacy ESL; teaching competencies for job-specific ESL instructors; new vocational materials for LEP students; strategies for modifying vocational instructional materials for LEP students; and professional resources for vocational educators of LEP students. (KC)

ED 205 746 CE 029 738

MacKenzie, Louise Smith, Alice

Consumer Citizenship Curriculum Guides for Social Studies, English, Science, Mathematics.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.
Spons Agency-Office of Consumer's Education (ED), Washington, D.C.
Pub Date-81
Grant-G008006868
Note-553p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Advertising, Banking, Behavioral Objectives, Budgeting, Conservation (Environment), Consumer Economics, *Consumer Education, Consumer Protection, Credit (Finance), Curriculum Guides, *English Curriculum, Gifted, Insurance, Learning Activities, *Mathematics Curriculum, *Science Curriculum, Secondary Education, Slow Learners, *Social Studies, Student Evaluation, Taxes

These four consumer citizenship curriculum guides for social studies, English, science, and mathematics incorporate consumer education into these subject matter areas in grades 8-12. Each guide is organized around 10 main component/goals. They are basic economics in the marketplace, credit, consumer law/protection, banking skills, comparison shopping for goods and services, advertising and our society, responsible budgeting, insurance, taxes, and conservation of energy and resources. Each specific objective under the goals lists performance indicators and suggested evaluation for each one. A taxonomy provides the teacher with consumer knowledge related to the performance indicator. Suggested learning experiences provide activities directly or indirectly related to the specific objectives. Learning experiences for the gifted and slow learner follow the social studies, English, and science guides. A section for the gifted in mathematics follows the mathematics guide. Appendixes include the Consumer Citizenship Curriculum Guide Grid, descriptions of the slow learner and gifted child, and a partially annotated list of selected resources. (YLB)

ED 205 762 CE 029 770

Fauria, Charlene K.

The Role the Career Information System Plays in Assessment and Employability Development Plans.

Oregon Univ., Eugene. Career Information System.
Pub Date-Apr 81
Note-26p.
Available from-Career Information System, University of Oregon, 247 Hendricks Hall, Eugene, OR 97403 ($3.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Adults, Career Choice, Career Development, *Career Exploration, Computer Assisted Instruction, *Computer Oriented Programs, Employment Potential, *Employment Programs, Federal Programs, *Individual Needs, Job Placement, Job Search Methods, Job Skills, Occupational Aspiration, Occupational Information, Online Systems, Reference Services, Self Evaluation (Individuals), *Training Methods, Unemployment, Vocational Aptitude
Identifiers-*Career Information System, *Comprehensive Employment and Training Act, Oregon

Because there is no right'' way to do assessment, vocational evaluation, or employability development planning, a variety of strategies and tools are used by agencies that best match agency resources and client needs. One common tool used by Lane County CETA, Jackson-Josephine Job Council, and Mid-Willamette Valley Consortium (all in Oregon) is the Career Information System (CIS). The agencies have found the Career Information System to be an invaluable resource for providing accurate occupational and educational information to career decision makers. CIS is used in seven main ways: (1) to provide career exploration by providing facts about jobs; (2) to increase knowledge about jobs and training so informed choices can be made; (3) to motivate the unemployed so they will become more interested in exploring training and placement opportunities; (4) to help discover courses of action and the way various alternatives might affect their future; (5) to assist in applying for and entering into training and employment writing resumes, conducting interviews, etc.; (6) to assist in writing employability development plans; and (7) to assist in program planning. (KC)

ED 205 903 CS 006 200

Gold, Janet T.

Writing Composition Activities to Enhance Reading Comprehension.

Pub Date- 81

Note-13p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Integrated Activities, *Reading Comprehension, *Reading Instruction, Reading Skills, *Teaching Methods, *Writing Exercises, *Writing Instruction

Identifiers-*Reading Writing Relationship

A program of written composition based on reading comprehension can help students gain greater in-depth understanding of reading materials. Once the reading comprehension skill has been clearly defined for the class, the writing activity can provide clarification by allowing for analysis of the definition through written manipulation of language. In preparing the lesson, teachers should consider the selection of skills, the choice of topic, and strategies for grouping students. The list of reading comprehension skills could come from any number of sources, and should be listed in order of priority. Writing topics should be of high interest to students to motivate them. There are three key words for student grouping appropriateness, flexibility, and diversity. The comprehension/writing lesson should begin with the presentation of a directed reading lesson, while the skill to be presented should be clearly defined using vocabulary appropriate to the students. In planning the writing lesson, teachers should include the lesson objective, warm-up exercises, clarification of the activity objective, statement of the assignment, writing, editing, follow-up, and display of the final product. (Examples of composition activities related to the comprehension skills of paraphrasing, summarizing, and fact/opinion are included.) (HOD)

ED 205 924 CS 006 223

Hall, William S. And Others

Situational Variation in the Use of Internal State Words. Technical Report No. 212.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-400-76-0116
Note-216p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Black Youth, Cognitive Processes, Cultural Differences, *Educational Environment, *Environmental Influences, Family Environment, *Language Processing, *Language Research, *Language Variation, *Minority Group Children, Preschool Children, Readiness, Socioeconomic Influences
Identifiers-*Schemata

A study tested the hypothesis that educational differences experienced by children from minority and nonmainstream cultural backgrounds are caused by the discrepancy between the expectations, strategies, and schemata used at home and the cognitive and motivational demands of the classroom a discrepancy not experienced by children from the mainstream culture. The study examined the cultural and situational differences in one aspect of communication: the use of internal report, or words used to refer to internal states, processes, or experiences. Conversations produced by 39 preschool children from different socioeconomic and racial backgrounds were recorded in two different situations dinnertime at home and during teacher directed activity at preschool. The conversations produced a complex picture concerning the use of internal report. Although few effects of race or socioeconomic status were found in the internal report use by the adults in the target children's environment, the internal report use by the black children gave some support to the hypothesis under investigation. (FL)

ED 205 990 CS 206 545

Spina, Linda Welhoelter, Dorothy

Writing Bugs Become Reading Bugs.

Pub Date-Mar 81

Note-22p.; Paper presented at the Annual Meeting of the Missouri State Council of the International Reading Association (14th, Columbia, MO, March 13-14, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, Classroom Environment, Editing, Language Experience Approach, Peer Evaluation, Poetry, *Prewriting, Primary Education, Reading Aloud to Others, Storytelling, Student Writing Models, *Teaching Methods, *Writing Exercises, *Writing Instruction, Writing Processes

Identifiers-Journal Writing, *Revision (Written Composition)

Even young children can be encouraged to write through the use of individual communication, group discussions, and activities that involve rhythms and music. Such activities create a classroom of children who feel comfortable and happy, who share a rapport with their peers and others throughout the school building, and who feel free to express themselves. In this classroom students come to understand that reading is their talk and ideas'' written down. To be able to write well, the children need to be involved in many prewriting activities that are based on first-hand experiences and enable children to experiment with language. Models of literature must be presented through reading aloud or storytelling. Sentence patterns can be provided in which students substitute their own words. After children have been involved in a variety of writing experiences, they can improve the quality of their writing through writing workshops during which the students edit one another's writing and provide feedback for improving it. The effort results in a published book of the children's writing, which also provides the children with a reason for rewriting. (Writing ideas are suggested throughout the paper.) (HOD)

ED 206 054 EA 013 774

Aronson, J. Richard Hilley, John L.

Taxpayer Equity in the Financing of Public Schools.

National Inst. of Education (ED), Washington, D.C. School Finance Project.
Pub Date-Mar 81
Note-63p.; For related documents, see EA 013 769-776.
Available from-Not available separately; see EA 013 769.
Pub Type- Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, Finance Reform, Mathematical Models, *Property Taxes, School Taxes, Simulation, *State Aid, *Tax Rates
Identifiers-*District Power Equalization, Elasticity, Equity (Education), Pennsylvania, School District Wealth, *Taxpayer Equity, Wealth Neutrality

To test whether equity in educational expenditure can include equity for taxpayers, the authors analyze two suggested methods for achieving educational equity. The two methods are district power equalizing (DPE), which grants state aid in inverse proportion to school district wealth, and the wealth neutral system (WNS), which takes account of districts' elasticity in wealth and educational costs in allocating state funds. After defining the concepts of educational and taxpayer equity, the authors describe the two methods and estimate their effects on both types of equity. As a further step, they perform a simulation test of the two systems, using data on all school districts in Pennsylvania as their empirical base. Estimates of wealth and cost elasticity for these districts allow the authors to simulate the effects of DPE and WNS on educational and taxpayer equity in several different ways. They employ two methods of identifying rich and poor districts as well as a new technique for estimating the effects on equity of differing mixes of residential and nonresidential property. The paper concludes that in Pennsylvania both DPE and WNS would fail to achieve taxpayer equity. (Author/RW)

ED 206 094   EA 013 869

Vandenberghe, Roland

Recent Trends in the Research on Innovations in Education. Report No. 28.

Katholieke Universiteit, Leuven (Belgium).

Pub Date-May 81

Note-23p.; Invitational address presented at the International Standing Conference on the History of Education (Jablonna, Poland, September 24-27, 1980).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, Educational Change, *Educational Innovation, Elementary Secondary Education, *Influences, Institutional Characteristics, *Program Implementation, Teacher Characteristics

An overview of recent trends in research on educational innovation contributes to a framework for further analysis. Two basic assumptions made are that innovation depends on multiple factors and that innovation itself is a three-stage process involving initiation, implementation, and incorporation into an organizational structure. The most important of the stages is implementation. The distinction between educational reform, which happens at the system-wide level, and educational innovation, which occurs at much lower levels, dictates that research on the implementation of innovations must focus on the micro'' level, that of the school and the classroom. A summary of research on the determinants of implementation indicates that they comprise four sets of factors, including the nature of the innovation, the characteristics of the school, the attitudes and attributes of the teachers, and the particular strategies chosen for implementation. However, researchers on innovation should not ignore the role of larger sociopolitical influences, such as the lack of long-term continuity in governmental policies. (RW)

ED 206 139 EC 133 593

Lathey, Jonathan W. Tobias, Sigmund

Associative and Conceptual Training of Retarded and Normal Children.

Spons Agency-City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date-Apr 81

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Associative Learning, *Concept Teaching, *Learning Processes, *Mental Retardation

An aptitude treatment interaction was predicted in which 30 retarded adolescents were expected to profit most from associative training and 30 intellectually average third graders most from conceptual training. Ss received either associative training designed to strengthen direct associations among pairs of conceptually related members of a free recall list or members and their corresponding categories. Associative training facilitated free recall of trained items at both intellectual levels. For clustering data a treatment by groups interaction was found in which nonretarded Ss benefited relatively more than retardates from associative training. (Author)

ED 206 182 FL 012 486

Rickford, John R.

Language Attitudes in a Creole Continuum.

Pub Date-29 Dec 80
Note-11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Antonio, TX, December 29, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creoles, Dialect Studies, *Language Attitudes, Language Research, *Language Styles, *Linguistic Borrowing, *Socioeconomic Influences, Sociolinguistics
Identifiers-Guyana

The standard view of language attitudes in a creole continuum is that the creole is considered bad and the standard language is considered good. This standard view fits with the theory of decreolization by which such continua are thought to have come about. A study was carried out in Guyana in an effort to overcome the perceived limitations of the standard view. A matched guise experiment, along with other means of eliciting language attitudes in a systematic way, was conducted. The respondents were 24 persons whose speech had been sampled extensively and who represented equally the two major social classes in the community: the Estate Class, whose members worked in the fields, and the Non-Estate Class, or white collar workers. The evidence indicated that there are social class differences in language attitudes; in particular, that while the Estate Class respondents agree with the Non-Estate Class respondents in the positive evaluation of English on one dimension, the job scale, they reveal a diametrically opposed endorsement of creole norms on other dimensions. It is suggested that the most accurate picture of language attitudes, linguistic variation, and linguistic change in creole continua is one in which it is recognized that there are ambivalent attractions to creole and English norms present in the various social classes in varying proportions. (Author/AMH)

ED 206 202 FL 012 513

Downing, Bruce T. Dwyer, Sharon

Hmong Refugees in an American City: A Case Study in Language Contact.

Pub Date-Jul 81

Note-31p.; Paper presented at the Annual University of Wisconsin-Madison Linguistics Symposium (10th, Madison, WI, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acculturation, Adolescents, Adult Literacy, Adults, Communication Skills, *Culture Contact, *English (Second Language), Ethnography, *Functional Literacy, *Group Experience, Indochinese, Interpreters, Morphology (Languages), Nonverbal Communication, Pronunciation, Reading Skills, *Refugees, Relocation, Syntax, Translation

Identifiers-*Hmong People, Language Contact

This study examines some aspects of the interaction of one Hmong family with the English-speaking community to determine what sort of language contact situations they encounter and what means they use to communicate in those situations. Observations revealed that English language use outside of the classroom was limited. The subjects did not seek out and, sometimes actively avoided, situations requiring the use of English. Where the use of English could not be avoided, communal communication strategies involving spokespersons or interpreters (occasionally a younger member of the family) were employed. Only when spokespersons were unavailable did adults attempt to communicate directly. This action questions the common assumption in second language teaching that what is taught in the classroom will be reinforced through outside language contacts. This Hmong practice may reflect not only a lack of appropriate language learning skills but also a tradition of community isolation and self-sufficiency carried over from the Hmong experience as a geographically isolated minority in Laos and China. Communal strategies of survival communication might provide a way for the community as a whole to succeed even though some individuals might never learn to communicate in English well enough to survive alone. (Author/JK)

Chase, Clinton I.
GPA Prediction Procedures and Normative Data for Freshmen. Indiana Studies in Higher Education No. 44.
Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
Pub Date-May 81
Note-15p.
Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, IN 47405.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude, *Aptitude Tests, Class Rank, *College Freshmen, Comparative Analysis, *Females, *Grade Point Average, Higher Education, Local Norms, *Males, Predictive Measurement, *Predictor Variables, Quantitative Tests, Sex Differences, Verbal Ability
Identifiers-*Indiana University Bloomington

As part of an update of studies for predicting fall semester grade point averages (GPA) of freshmen at Indiana University, 4,260 freshmen entering the Bloomington campus in the fall of 1980 were assessed. Scholastic Aptitude Test (SAT) scores and/or relative high school rank (RHSR) were used to predict first semester GPAs. Three sets of equations for predicting GPAs and a graphic scheme are presented. In terms of academic achievement, females were slightly more predictable than the males. The standard error of estimate and the multiple correlations indicate the difference in predictability. The most important single predictor of GPA for males and for females was RHSR. By using the graphs and statistical data, an advisor may estimate the probabilities of a student obtaining GPAs in various ranges. Local normative data on SATV, SATM, SATSUM, RHSR, and first semester GPA are included. For the 1980 entering freshmen, males and females were equal on SATV, but the males avcrages 45 points higher than females on SATM. The average entering female ranked 6 percent higher in her high school graduation class and obtained a higher first semester GPA than average entering male. (SW)

ED 205 838 CG 015 329

Reeder, Glenn D. Spores, John M.

Implicational Schemata and the Attribution of Morality.

Pub Date-May 81
Note-10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Behavior Patterns, Behavior Theories, *Ethics, Expectation, *Identification, Influences, Labeling (of Persons), Moral Issues, *Peer Influence, *Personality Traits, Psychological Characteristics

Attribution of a disposition or trait to a person asserts information about the pattern of that person's behavior. Past research has suggested that a moral disposition implies only moral behavior, while an immoral disposition implies both moral and immoral behavior. The effect of these implicational schemata on attributions of morality was investigated to examine the relationship between moral dispositions and moral behaviors. Subjects (N 40) read stories about 4 persons, each of whom behaved either morally (returning lost money) or immorally (keeping lost money). Situational demands surrounding the behavior (peer pressure) facilitated either one or the other of these behaviors. Results from the measure of attributed morality revealed an interaction of behavior and situational demand. Compared to attributions on moral behavior, attributions on immoral behavior were relatively unaffected by situational demands. Immoral behavior resulted in relatively immoral attributions, regardless of situational demands. (Author/NRB)

ED 205 780 CE 029 792

Lambrecht, Judith J. And Others

Business and Office Education: Review and Synthesis of the Research. 3rd Edition. Information Series No. 232.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-76-0122

Note-181p.; For related documents see ED 011 566 and ED 038 520.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($10.50).

Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Accounting, Bookkeeping, Business Communication, *Business Education, *Business Skills, Career Education, Data Processing, Doctoral Dissertations, Educational Environment, Educational Objectives, Educational Philosophy, *Educational Research, Mathematics, *Office Occupations Education, *Office Practice, Shorthand, Social Environment, State of the Art Reviews, Typewriting, Work Environment

This review and synthesis of research in business and office education is based on doctoral dissertations and some independent studies completed between 1968 and 1980. Approximately twelve hundred studies are reviewed and represent the following major content areas: philosophy and objectives, educational environment, social and business environment, career education/careers, professional organizations (for teachers, students, and secretaries), bookkeeping and accounting, basic business education, communications, business mathematics, business data processing, shorthand and transcription, typewriting, and word processing. All the content areas are broken down into various subareas, such as objectives, curriculum, technology, teaching methods, evaluation, and the like. A comprehensive bibliography of the studies reviewed is included. (CT)

ED 205 860 CG 015 351

Beschner, George Thompson, Peggy

Women and Drug Abuse Treatment: Needs and Services. Services Research Monograph Series.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.-DHHS-ADM-81-1057

Pub Date-81

Note-29p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Counseling, Counseling Services, Day Care, *Delivery Systems, *Drug Abuse, *Drug Rehabilitation, Educational Counseling, *Females, *Human Services, *Individual Needs, Medical Services, Needs Assessment, *Rehabilitation Programs

During the 1970s, several activities were initiated in response to concern about the quality of treatment services available to drug-abusing women. A comparison of services needed by women with services actually available to women found that special treatment services for drug-abusing women were needed in the areas of medical treatment, counseling, employment, and child-care services. Nationwide female-oriented drug programs were identified, and staff members from 21 drug-free and 4 methadone maintenance programs completed questionnaires about demographics, drug use, and treatment services available for women in treatment during a 3-month period. Results indicated that the majority of the 547 female drug abusers received basic drug treatment services, i.e., routine medical examinations and drug counseling. About half received psychological and family counseling; one-third received skills assessments and educational counseling. However, large percentages had not received such essential services as opthalmological and gynecological examinations, birth control counseling, and dental care. Most received no vocational counseling or job and educational placement services. Few programs served the children of female clients. Significant differences were found in the delivery of services according to program type. (NRB)

ED 205 947 CS 206 077

Moss, Peter

Telling Tales: Australian Voices. Australian Studies in Language and Education Monograph Series.

Curriculum Development Centre, Canberra (Australia).

Pub Date-77

Note-42p.

Available from-Curriculum Development Centre, P. O. Box 52, Dickson, A. C. T. 2602, Australia.

Pub Type- Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-English Instruction, Foreign Countries, Language Usage, *Oral History, *Oral Language, *Speech Communication, *Story Telling, *Tales

Identifiers-*Australia

This monograph contains a report of the field work stage of a research project, on the educational significance of the modern Australian oral tradition, which involved the collection of recordings of people telling tales, reminiscing, recalling personal events of significance, and recounting traditional Australian legends from non-Aboriginal sources. Transcripts are provided in the first seven chapters for tales of the fictive life (memory), the urban tale (retelling a story event), the confession tale (a recounting of a very personal incident), the frontier tale (filled with fanciful delights), the work tale (a story event full of interest in itself and located firmly in a pride of work), the death tale (an all-encompassing event and state of mind that impinge on the individual), and the life tale (a steady look at a life presented simply). The final chapter explores the use of the tapes and transcripts in the classroom (HOD)

ED 205 968 CS 206 470

Sullivan, Dolores P.

Keeping Pace With the Changing Times: Updating Both Advisers' and Students' Skills in the Journalism Laboratory.

Pub Date-Aug 81

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Censorship, Educational Research, *Faculty Advisers, *Faculty Development, Faculty Workload, High Schools, *Job Performance, *Journalism Education, Layout (Publications), *Occupational Surveys, Production Techniques, School Publications

Several notable high school journalism advisers and instructors were surveyed to find out how they were able to stay updated on changes in press law and print technology, while also teaching classes in news writing and production techniques and overseeing production of each issue of their school publication. Most respondents said that they read typesetting and printing trade publications, and spoke frequently with printers and publishers to keep informed of printing and publication trends. Many also attended national journalism conventions, seminars, and workshops to share ideas. They all subscribed to the Student Press Law Center Report'' to stay aware of censorship laws and cases. Most of the respondents helped their advanced students polish skills by assigning an oral and written critique of each issue of their publication, by providing copies of pertinent articles from scholastic and professional print media, by providing opportunities for students to engage in public relations activities for the school, and by providing opportunities for them to attend summer workshops. (HTH)

ED 206 013 CS 503 394

Salem, Philip Williams, M. Lee

Student Network Factors and Classroom Performance.

Pub Date-May 81

Note-31p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Classroom Communication, College Students, *Communication Research, *Grades (Scholastic), Higher Education, *Interpersonal Relationship, *Networks, Predictor Variables, Research Methodology

Network analysis, a research methodology that uses interpersonal relationships as the unit of analysis in identifying communication structures, was used in a study of college classroom communication to determine what communication network factors were associated with student grades. Questionnaires asking for student perceptions of their communication relationships were completed by 155 lower division and 87 upper division college students. The questionnaire asked students to estimate the frequency of their contact with each student in the class about course-related information and noncourse-related information. Course grades were elicited from instructors. The results showed that the less active a student was in a communication network, the better were his or her grades. (FL)

ED 206 117 EA 014 011

Piele, Philip K.

Public Support for Public Schools: The Past, the Future, and the Federal Role.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 81
Contract-NIE-P-81-0131
Note-54p.; Prepared for the School Finance Project.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Trends, Elementary Secondary Education, Federal Government, Financial Support, Futures (of Society), *Government Role, Parent Attitudes, Public Opinion, *Public Schools, *Public Support, *School Support
Identifiers-Politics of Education

A survey of indicators of public support for public schools over the last two decades is used to predict trends in that support for the 1980s. Most indicators suggest that support for schools has weakened significantly in the last twenty years, primarily among the white middle and upper-middle classes. The implications of current demographic, socioeconomic, technological, and attitudinal trends are that schools will suffer further erosion of public support in this decade because of declining enrollments and a shift of the burden of support to poorer and politically weaker constituents. Private schools and microcomputers offer parents other attractive alternatives to public education. A few mediating factors in this otherwise pessimistic forecast include blacks' demonstrated support for public education, the increasing population of the South, higher taxpayer-to-student ratios, and the movement towards a more traditional learning environment. While the link between federal education policy and public support for schools is insubstantial, to prevent further decline in public support, the federal government should continue to maintain current levels of funding for programs for the disadvantaged and should initiate programs that are responsive to parental demands for educational choice, involvement, and improved quality. (WD)

EC

ED 205 694 CE 029 604

Foster, Phillip R., Comp.

Resource Guide to Competency-Based Vocational Education: Health Occupations.

Maryland Vocational Curriculum Research and Development Center, College Park.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-80

Note-164p.; For related documents see CE 029 603, ED 133 459, and ED 167 076.

Available from-The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, MD 21502.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Abstracts, *Allied Health Occupations Education, Annotated Bibliographies, *Audiovisual Aids, Behavioral Objectives, *Competency Based Education, Dental Assistants, Dental Technicians, Educational Resources, Elementary Secondary Education, Instructional Innovation, *Instructional Materials, Job Skills, Medical Assistants, Medical Laboratory Assistants, Medical Technologists, Nurses, Nurses Aides, *Nursing Education, *Occupational Information, Periodicals, Postsecondary Education, Practical Nursing, Professional Associations, Resource Materials, Tests, Unions, Vocational Education

This resource guide for classroom teachers contains annotations of resources representing recent instructional development in competency-based education for health occupations. It is also intended to assist curriculum specialists, administrators, and supervisors in development of performance-based instructional programs. The guide is divided into three sections. The first provides occupational information for use as reference material in developing instructional materials, student career information, and guidance information. Section 2 contains descriptions of two categories of curriculum resources print and nonprint materials. Printed instructional materials include curriculum guides, course outlines, learning activity packages. task analyses, occupational inventories, student manuals, performance objectives, and tests. Nonprint materials include 16mm films, filmstrips, filmloops, slides, and transparencies. Each of the two categories is divided into seven subject areas: Registered Nurse/Licensed Practical Nurse, Nursing Assistant/Aide, Health Occupations General, Dental Assisting, Dental Technology, Medical Assisting, and Medical Lab Technician. Each reference provides the following information: title, publisher or source with address, annotation, number of pages or length, and cost. A listing and description of periodicals related to health occupations is also provided. The guide's third section lists names and addresses of trade and professional organizations. (YLB)

ED 205 799 CE 029 838

Metz, Ron

Weatherizing a Structure.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Jun 81

Contract-81-133-10

Note-25p.; For related documents see CE 029 829-837.

Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, *Conservation Education, Energy, *Energy Conservation, *Facility Improvement, *Heating, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers-*Weatherizing

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with weatherizing a structure. Its objective is for the student to be able to analyze factors related to specific structures that indicate need for weatherizing activities and to determine steps to correct defects in structures that contribute to energy losses. Some topics covered are air movement, moisture content, and controlling low relative humidity and excess moisture. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 817 CE 029 891

A Plan to Assess State and Local Efforts in the Elimination of Sex Bias and Discrimination in Vocational Education in Illinois.

Roosevelt Univ., Chicago, Ill. Coll. of Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jul 81

Note-159p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Action Research, Curriculum, Data Collection, *Evaluation, Evaluation Methods, Interviews, Literature Reviews, *Material Development, Postsecondary Education, Questionnaires, Sampling, *School Districts, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Staff Development, *State Action, State Programs, Two Year Colleges, *Vocational Education

Identifiers-Illinois

This report outlines development of a plan for assessing state and local efforts in the elimination of sex bias and discrimination in vocational education in Illinois. The first section presents in chart form the review of Department of Adult, Vocational, and Technical Education data sources on sex equity. The second section contains the Plan to Assess State and Local Practices in Elimination of Sex Bias. Utilization of in-place systems is first described. Next addressed is the assessment methodology for use of the fixed-alternative interview schedule and questionnaire. A Time Line for Assessment of State and Local Practices follows. The Sex Equity Assessment Interview Schedule and Assessment Questionnaire are then provided with directions for use and suggested reporting procedures. These other project documents are attached: review of literature reflecting status of sex equity in vocational education and annotated bibliography of selected sex equity materials and assessment plans produced by other states and federally funded projects. Appendixes include definitions of concepts related to sex equity, data sources questionnaire, and a chapter on survey research from a guidebook to action research. (YLB)

ED 205 881 CG 015 373

Coelho, George V., Ed. Irving, Richard I., Ed.

Coping and Adaptation: An Annotated Bibliography and Study Guide.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHHS-ADM-81-863
Pub Date-81
Contract-NIMH-PLD-14543-76
Note-486p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-*Adjustment (to Environment), Annotated Bibliographies, *Coping, Developmental Stages, *Emotional Adjustment, *Individual Development, *Mental Health, Problem Solving, *Stress Variables

This annotated bibliography concerns the styles and strategies used to cope with stressful situations and to adapt to pathological conditions, and provides mental health researchers and practitioners with recent, relevant mental health information on theoretical, developmental, clinical, behavioral, and social issues about coping and adaptation. The key substantive areas focus on major psychosocial and developmental transitions in the life cycle, stressful situations of rapid change, life-threatening crises of severe injury or illness, and seriously detrimental and handicapping conditions of individual or social origin. The volume is an updated, expanded, and revised edition of the bibliography prepared for the 1969 Conference on Coping and Adaptation held at Stanford University. In the annotated bibliography, the references and abstracts are arranged alphabetically, by author, and numbered in sequence. The study guide describes the 10 major subject areas used in selecting abstracts for the bibliography and provides a subject index for the bibliography. A complete author index is also included. (Author/NRB)

ED 206 035 CS 503 578

Myrick, Howard A. Keegan, Carol

Review of 1980 CPB Communication Research Findings.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Report No.-ISBN-0-89776-063-8
Pub Date-Mar 81
Note-112p.; A number of figures may be marginally legible due to small print.
Pub Type- Books (010) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Audiences, *Communication Research, Minority Groups, Needs Assessment, *Programing (Broadcast), *Public Television, Radio, *Research Methodology, Research Projects, Television Research

This report presents the highlights of research activities conducted in 1980 by the Office of Communication Research (OCR), whose job it is to serve the information needs of five distinct entities: the United States Congress, national public broadcasting agencies, local public radio and television stations across the country, decision-making bodies within the Corporation for Public Broadcasting, and the general public. The purpose of the report is to identify patterns in the research findings that suggest the most critical information needs of the public broadcasting community and the most meaningful research approaches with which to address those needs. Studies are summarized under six major categories: (1) research on programing and audience trends, (2) minority and special interest audience research, (3) formative and diagnostic research, (4) development of improved methodologies for measuring audience interests and needs, (5) local station support, and (6) special studies. An additional section discusses the implications of the findings for future research. An annotated bibliography of OCR publications is appended. (FL)

Andrews, Richard L. And Others

The Role of the Elementary School Principal in School Desegregation.

Pub Date-Apr 81
Note-23p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Anaheim, CA, April 4-8, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Administrator Role, Busing, Discipline Policy, Educational Environment, Elementary Education, *Principals, *School Desegregation, Teamwork

School desegregation has added changes, uncertainty, and disruption to the factors already contributing to the public's declining confidence in public schools. Desegregation plans typically bring together two diverse communities the white middle class and the minority poor and often effect cataclysmic change. In this circumstance, the principal must remain strongly committed to desegregation, be willing to take risks in building a positive school climate, and make his or her personal presence felt. A positive school climate is generated when all parties work together toward a common purpose. Recognition for conscientious staff work with personal and public commendation and sharing of worthwhile ideas can reinforce cooperative teamwork. Other important principal behaviors include providing leadership, practicing active listening skills, and being highly visible in the school building. In the initial years of desegregating a school, discipline is an important issue. Parental involvement in determining discipline policy helps all to feel that the program is fair and consistent. Finally, principals must address the problem of white flight. There are several steps they can take to provide a positive busing experience and encourage families to stay in the district. (WD)

ED 206 140 EC 133 594

Patterson, Patricia Starcher, Sherolyn

Identification of and Curriculum Methodologies for Potentially Gifted Black Children.

Pub Date-Feb 81

Note-11p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, Counseling, Cultural Differences, Curriculum, Expressive Language, Gifted, Hispanic Americans, Inservice Teacher Education, Parent Participation, *Program Descriptions, Receptive Language, *Talent Identification

Identifiers-*Gifted Disadvantaged, *Project STRIVE

The STRIVE Program, an approach to identifying and serving culturally diverse (Black and Hispanic) gifted students, is described. The STRIVE model consists of six modules: gifted programing; receptive and expressive language training; counseling (individual and group); relevant curriculum providing transitory skills; a parent advisory board; and teacher inservice. Teacher workshops are central to the project's success and are designed to increase the teacher's self image as well as to provide specific teaching and curriculum information. Original project students were identified through the California Achievement Test, the Structure of the Intellect Learning Abilities Test, the Torrance Tests of Creative Thinking, the System of Multicultural Pluralistic Assessment, and the Piers-Harris Self Concept Inventory. (CL)

ED 206 162 FL 012 428

Dole, Janice A.

A Language Development Program for Yup'ik Eskimo Children of Alaska.

Pub Date-81

Note-48p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (Boston, MA, May, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, Communicative Competence (Languages), *Cultural Background, Elementary Secondary Education, *English (Second Language), Eskimo Aleut Languages, Instructional Materials, Language Skills, Lesson Plans, *Native Language Instruction, *Program Design, *Second Language Instruction, Skill Development

Identifiers-*Bilingual Programs, Yupik

A center was established in 1978 to develop a program of curriculum materials designed to enable school districts in Alaska to strengthen and improve the English and native-language skills of Yup'ik children. The program is described here, as well as its rationale and philosophical assumptions, the materials that have been developed, and the implementation of those materials in Alaskan school districts. The materials, known as the Developmental Language Program (DLP), are designed to increase and expand upon the existing communication skills of Yup'ik students within the context of their Alaskan experiences. Generally speaking, the DLP consists of curricular materials which infuse language activities and experiences into subject areas. The discussion of the English and Yup'ik DLPs includes a description of the teachers' handbooks, the set-up of the units and activities, a sample lesson plan consisting of five modules, supplemental activities, and implementation of the language units. The discussion concludes with an outline of the teacher-training program and a summary of initial feedback. A sample unit is appended. (AMH)

ED 205 839 CG 015 330

Sheridan, John T.

Structured Group Counseling and Bibliotherapy as In-School Strategies for Preventing Problems in Children from Changing Families.

Pub Date-Apr 81
Note-88p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, *Bibliotherapy, *Counseling Effectiveness, *Counseling Techniques, Divorce, Family Problems, Family Structure, *Group Counseling, Junior High Schools, One Parent Family, *Prevention, School Counselors, *Student Behavior

The change in family structure precipitated by divorce, separation, death and other parental absences often creates psychological, social and economic problems for some individuals. Of specific interest to school counselors are findings about the effect of changed family structure on children's in-school behavior. The effectiveness of structured group counseling (SGC) treatment, bibliotherapy group (BG) treatment and placebo treatment were examined for junior high school students (N 48) from changing families on the variables of: (1) feelings about treatment; (2) knowledge of problems of the changing family; (3) behavioral referrals; (4) attendance; (5) grade point average; (6) self-concept; and (7) behavioral ratings from home. Students in the SGC treatment met for 12 sessions in which permissiveness, catharsis, trust, understanding, caring, acceptance, and confidence were emphasized. Students in the BG treatment were assigned specific readings and met in group sessions to discuss the readings. The placebo treatment excluded group methods and materials specifically identified as part of either SGC or BG, but included techniques traditionally employed in individual counseling. Findings indicated that only the variable, feelings about treatment,'' was significantly different among groups; SGC and BG subjects were more satisfied than placebo treatment subjects about their treatments. (NRB)

ED 205 904 CS 006 201

Mullen, Jo-Ann

College Reading Programs: Some Perennial Questions.

Pub Date-81
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, *College Programs, Evaluation Criteria, Grading, Higher Education, Program Content, *Program Design, *Program Development, Program Improvement, Reading Instruction, *Reading Programs, Remedial Programs, *Study Skills

Intended for instructors and administrators setting up a college reading and study skills program, this paper presents eight issues that should be carefully considered when developing a program structure that will suit the needs and framework of each institution. Discussions, resolutions, and rationale are provided for the following issues: (1) selecting students for the reading program; (2) whether the program should be voluntary, mandatory, or advised; (3) whether the program should generate academic credit; (4) an appropriate grading system; (5) a method for evaluating student performance in the program; (6) the major objectives of the reading program; (7) the components of the reading program; and (8) improving existing programs. (HTH)

ED 205 925 CS 006 225

Bean, Thomas W.

Improving Teaching and Learning from Texts in History and Philosophy through Systematic Staff and Student Development. Final Report.

California State Univ., Fullerton.

Spons Agency-California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date-Aug 81

Note-61p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advance Organizers, *Content Area Reading, *Critical Reading, Higher Education, *History Instruction, *Interdisciplinary Approach, Minicourses, *Philosophy, Program Descriptions, *Program Evaluation, Study Skills, Supplementary Reading Materials, Teaching Methods

A year-long interdisciplinary project sought to develop professors' available repertoire of strategies for guiding students' independent learning from texts and developing students' ability to learn from texts with adjunct guide materials in a minicourse setting. Adjunct materials included such instructor devised aids as study questions, graphic organizers of text concepts, discussion statements, and vocabulary guides. The guides emphasized critical reading of text concepts by including questions or statements that not only fostered students' understanding of explicit information in the text, but extended this understanding through interpretive and evaluative items. Faculty and students in the two academic disciplines of history and philosophy were selected for participation in the project. An evaluation of the project indicated that while both the philosophy and the history portions of the project contributed to students' critical reading, the history-reading minicourse combination was the most successful of the two. (The project directory and fiscal report, sample adjunct guide materials, and a sample materials evaluation form are appended.) (HOD)

Lamme, Linda Leonard, Ed.

Learning to Love Literature: Preschool Through Grade 3.

National Council of Teachers of English, Urbana, Ill.
Report No.-ISBN-0-8141-2787-8
Pub Date-81
Note-105p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 27878, $8.00 member, $9.50 non-member).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Audiovisual Aids, *Class Activities, Creative Dramatics, Curriculum Development, Early Childhood Education, *Integrated Activities, *Language Arts, *Literature Appreciation, Primary Education, Reading Aloud to Others, *Reading Instruction, Story Telling

Intended for teachers of preschool and primary school children, this booklet contains materials and methods designed to help make literature the core of the early childhood curriculum. The first chapter presents a rationale for making literature an integral part of the curriculum, as well as goals for the appreciation, comprehension, and extension of literature throughout the curriculum. The second chapter explains how teachers can integrate literature into their classrooms through the use of reading corners and special props. The third chapter discusses. specific teaching strategies, including choral reading, story telling, and sustained silent reading, and also provides a classroom literature routine inventory'' for use by teachers in assessing the degree to which literature is used in their rooms. The fourth chapter explores the impact of reading aloud to children. Chapter five examines the various curricular areas for literature opportunities, while chapter six contains examples of how eight teachers successfully integrated literature into the curriculum. Chapters seven and eight suggest resources that can enhance the literature curriculum, and offer hints for ways to involve parents and other volunteers in the program. A summary chapter restates the purpose of the booklet and presents an example of how many curricular areas can be webbed'' around one book. (FL)

ED 206 055 EA 013 775

Thornton, Robert J.

Towards the Development of More Comprehensive Measures of School District Wealth.

National Inst. of Education (ED), Washington, D.C. School Finance Project.

Pub Date-Mar 81

Note-88p.; For related documents, see EA 013 769-776.

Available from-Not available separately; see EA 013 769.

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Assessed Valuation, Elementary Secondary Education, *Fiscal Capacity, Geographic Regions, *Income, Regression (Statistics), Rural Urban Differences, *School Districts, State Aid, State Surveys, Tables (Data), *Weighted Scores

Identifiers-Kansas, Minnesota, Ohio, Pennsylvania, *School District Wealth, *Weighting (Statistical)

The author tests several ways in which income can be added to property wealth to improve the measurement of school-district fiscal capacity. His first chapter discusses the economic and legal reasons for this improvement, notes that seven states already combine income and property, and distinguishes adding income and property together from multiplying them together. Chapters two and three focus on the problem of the appropriate weights to use when adding the two factors. In chapter two, an empirical method that uses regression analysis to weight each factor according to districts' spending practices is compared with a theoretical method that converts property valuation into an income flow. Data from all Ohio, Pennsylvania, Kansas, and Minnesota districts indicate that the empirical method weights property more heavily, while the theoretical method leans more on income. Chapter three tests the effects of these weightings on fiscal capacity and levels of state aid in rural, suburban, urban, and central-city districts in the same four states. The results show that, in most districts, the larger the weight on income, the larger the change in fiscal capacity and state aid. (RW)

ED 206 095 EA 013 870

Stoker, W. M. Fred Splawn, Robert

A Study of Accelerated Christian Education Schools in Northwest Texas.

West Texas State Univ., Canyon.

Pub Date-Jun 80

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Characteristics, *Curriculum Design, *Discipline Policy, Educational Facilities, Elementary Secondary Education, Incentives, *Individualized Instruction, *Parochial Schools, Private Schools, Protestants, Racial Composition, Tuition

Identifiers-*Accelerated Christian Education, Texas

Using observation and interviews, researchers studied a small sample of Accelerated Christian Education (ACE) schools in six towns in northwest Texas to identify aspects of the schools' operations that might be applicable to public education. Interviewees at each school included the chief administrator and some teachers, monitors, and students. Information was gathered on the schools' physical facilities, the student body's ethnic composition, disciplinary methods, curriculum, administrator and staff backgrounds, tuition and fees, and academic incentives. Preliminary research at ACE headquarters in Texas gave an overview of the nationwide association of 3000 fundamentalist Protestant schools and of its system of lesson modules, annual school visits, brief training of school staff, and fee schedules. The growth of the ACE association is seen as related to the history of Christian schools in the U.S. and to current public disaffection with public schools. The research results comprise 25 observations and recommendations about aspects of ACE schools useful or not useful to public schools, involving such areas as student-teacher ratios, parental support, individualized curricula, discipline, and school philosophy. (RW)

ED 206 203 FL 012 516

McConnell, Beverly

Long Term Effects of Bilingual Education. Short and Long Term Gains in Spanish and English and in Academic Subjects in a Bilingual Program; Plus a Follow-up Study on Children One to Five Years Later. Final Evaluation, 1979-80 Program Year.

Pasco School District 1, Wash.
Pub Date-Jan 81
Note-130p.; Funded by a variety of sponsors.
Available from-Bilingual Mini Schools, S.W. 615 Cityview, Pullman, WA 99163 ($8.00).
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Bilingual Education, *Comparative Analysis, English (Second Language), *Individualized Instruction, *Instructional Innovation, *Mexican Americans, *Migrant Programs, Primary Education, *Program Evaluation, Second Language Instruction, Spanish, Validated Programs
Identifiers-*Bilingual Programs, Individualized Bilingual Instruction Program, National Diffusion Network Programs

This evaluation report is of a pre-school and primary grades bilingual program that was begun in 1971 as a demonstration model uniquely designed to meet the needs of children in migrant farm worker families. In order to overcome some of the disadvantages migrant children face due to frequent moves, parallel educational programs were set up in Washington state and in a border community in Texas, which was the home base for many of the migrants coming into Washington. Distinctive features of the program were the use of bilingual persons from the migrant community as teachers and the flexibility of the program in that it allowed for small group and individual instruction. The report covers the following: (1) program description; (2) evaluation of instructional components (preschool concepts, handwriting, Spanish and English vocabulary development, mathematics, English and Spanish reading, and cultural concepts); (3) special studies on improvement of oral language skills, and a comparison of effects of bilingual instruction in north and south Texas; (4) a follow-up study on upper grade level performance of children who have finished the special bilingual program; and (5) evaluations of staff development, parent/community involvement, materials development, and dissemination. (AMH)

ED 205 676 CE 029 088

Magnello, M. Eileen Robinson, Jacques H.

Differences in Occupational Interests for Psychology and Special Education Majors: Function of Gender or Academic Major?

Pub Date-Mar 81
Note-22p.; Not available in paper copy due to light, broken print. Paper presented at the Annual Meeting of the Eastern Educational Research Association (4th, Philadelphia, PA, March 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, Differences, *Females, Higher Education, *Majors (Students), *Males, Occupational Aspiration, *Psychology, Self Evaluation (Individuals), Sex Differences, Sex Fairness, Sex Stereotypes, *Special Education, Vocational Aptitude, *Vocational Interests

This study attempted to identify the occupational interests and perceived occupational aptitudes of psychology and special education majors. A series of 2 x 2 analyses of variance were performed to determine if these differences were a function of academic major or a function of gender. The study revealed that many of the differences found in occupational interests and perceived occupational aptitude were differences that existed between psychology and special education majors and not necessarily between females and males. Those items that were reflective of academic major (e.g., to work with elementary-age or retarded children) were chosen by special education majors, and were not specifically chosen by females or males. However, the data reflected that the men, in general, had a more favorable perception of their aptitudes than did the women. Current research suggests that some of these perceptions are changing. Therefore, it is suggested that in the selection of an academic major, both males and females should be advised according to their interests and not necessarily to that of any stereotypic gender role function. (Author)

ED 205 729 CE 029 713

Raleigh, Sheri A.

Project LINK: Program Manual and Final Report.

Kenton County Area Vocational Education Center, Edgewood, Ky.; Northern Kentucky Vocational Region 7, Edgewood.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jun 81
Note-88p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Development, Educational Cooperation, Handicap Identification, Individualized Instruction, *Inservice Teacher Education, Instructional Materials, *Learning Disabilities, *Mainstreaming, *Mild Mental Retardation, Needs Assessment, Program Development, Program Evaluation, Program Implementation, Programs, Referral, Secondary Education, *Special Education, Student Evaluation, Student Needs, Student Placement, Teaching Methods, Textbook Selection, *Vocational Education
Identifiers-Project LINK

This final report contains a description of and manual for Project LINK, a program to assist educable mentally retarded and learning-disabled students in various phases of vocational and academic training. The project description presents goals and objectives and addresses methodology. These activities are discussed: advisory committee; LINK (special education) and vocational teacher inservice training, both participatory- and lecture-type; and operational procedures, such as student shop placement and individualization of instruction. Conclusions, recommendations, and dissemination activities are listed. The seven-section program manual begins with a program overview. Program objectives, design problems, and modifications are discussed. Short summaries of the roles of LINK personnel follow. Section 2 describes characteristics of the population served. A discussion of the identification/referral process of LINK students is presented in section 3. Section 4 briefly addresses assessment of student needs, while implementation is the focus of section 5. Topics include attitudes toward mainstreaming, shop placement process, curriculum modification, and follow-through (individual education program and progress report). Sections 6-8 discuss teaching techniques, instructional materials, and student and program evaluation. Sample forms and a bibliography are appended. (YLB)

ED 205 747 CE 029 739

Mott, Frank L. Haurin, R. Jean

Variations in the Educational and Career Development Paths of Brothers and Sisters.

Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-Jul 81
Note-62p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Careers, Comparative Analysis, *Educational Attainment, Educational Status Comparison, *Family Characteristics, *Family Structure, Fathers, Mothers, Parent Aspiration, Parent Background, *Parent Influence, Parent Role, Research Methodology, *Sex Differences, *Siblings, Socioeconomic Status

A study examined the extent to which socioeconomic and internal characteristics of families differentially affect ability of matched pairs of brothers and sisters to progress through the educational system. The data sets used were the National Longitudinal Surveys of Work Experience of Young Men and Women who were originally interviewed in 1966 and 1968. The analyses were limited to 522 pairs of white youth. It was found that young men were apparently advantaged in their educational progress compared with young women. Sibling position or sex of other siblings had little, if any, influence. The extent of parental education did have a major effect, and the educational progress probabilities for sons were higher than those for daughters, regardless of the parents' education. Greater ability for boys and girls was associated with higher probabilities of education completion. Parental encouragement did affect the ability of youth to succeed. In general, youth's aspirations about educational attainment exceeded their actual attainment. No significant differences in attainment at any educational level could be attributed to background factors. (Fourteen pages of multivariate analyses are provided. Appendixes describe the sample procedure and variable measurement.) (YLB)

ED 205 969 CS 206 471

Eveslage, Thomas

A Proposed Press Law and Responsibilities Teaching Unit for Secondary Schools.

Pub Date-Aug 81
Note-45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Censorship, Constitutional Law, Educational Research, *Freeoom of Speech, High Schools, *Journalism Education, *Legal Education, *News Media, Student Publications, *Student Rights, Teaching Guides, Units of Study
Identifiers-*First Amendment

Prompted in part by recent survey results showing that Americans neither know nor care very much about the First Amendment to the Constitution nor the press's role in defending and exercising the rights it guarantees, a teaching unit was designed to increase students' understanding and appreciation of the First Amendment and its implied responsibilities. The three-week unit was fashioned in content and format by responses given by high school and university journalism educators to a survey concerning the teaching of press law in the secondary schools. Topics covered in the unit include (1) the premise and promise of a free press; (2) prior restraint, censorship, and government authority; (3) libel; (4) invasion of privacy and copyright; (5) confidentiality and free press/free trial; (6) obscenity, responsibility, and codes of ethics; (7) student rights and responsibilities; and (8) advertising and broadcast regulations. A content outline and lists of discussion questions and activities are offered with each topic. The unit concludes with compilations of pertinent court cases; a list of resources, such as the names of appropriate professional organizations and periodicals; and an annotated bibliography of press law materials. (The unit and an annotated list of resources are included.) (FL)

ED 206 014 CS 503 524

Baird, John W. Stull, James B.

Communication Effectiveness in Multinational Organizations: Developing Universal Intercultural Skills.

Pub Date-May 81
Note-15p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, *Communication Skills, *Cultural Awareness, *International Organizations, Job Skills, Nonverbal Communication, *Organizational Communication, Program Descriptions, *Training Methods
Identifiers-*Corporations, *Intercultural Communication

The increase in size and number of multinational corporations requires programs for training their personnel in intercultural communication emphasizing development of skills necessary for cultural adaptation and a universal'' perspective. Currently, intercultural training is either nonexistent or emphasizes mastery of language with little attention to skill development. The universal perspective underscores the importance of nonverbal behavioral components of cultural sensitivity. A successful program used to train supervisors in cultural sensitivity consists of three levels: cultural awareness, practicing cultural awareness skills, and applying skills to specific cultural situations. The first level is a discussion of exactly what culture means, and the general components of specific cultures. The second level deals with a demonstration of appropriate culturally sensitive skills and emphasizes development of empathy. Other skills that must be demonstrated are showing personal respect, being nonjudgmental and flexible, being spontaneous, and using problem orientation. Cultural humility is also emphasized. In the third level, skills are applied in cultural situations by means of role-playing exercises, and appropriate behavior learning is reinforced. (HTH)

ED 206 183 FL 012 487

Johnson, Carolyn E.

The Ontogenesis of Question Words in Children's Language.

Pub Date-Oct 80
Note-16p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 10-12, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, *Language Acquisition, Language Research, *Morphology (Languages), Psycholinguistics, Young Children
Identifiers-*Questions

Questions asked in five play sessions by each of eight children aged 1.6 to 3.0 were analyzed for usage of the wh-interrogatives. About 93% of utterances using what'' and where'' were formulaic constructions (e.g., Where's NP?'' and What's that thing?''). In order to determine whether children were cognitively segmenting these formulas and learning individual wh-words, the following observations were taken into consideration: (1) that repairs were observed in interrogatives with false starts; (2) that paradigmatic substitutions within formulaic interrogatives showed appropriate alternations (e.g., What's that?'' with What're those?''); and (3) that wh-interrogatives confined to a single formula type in the first session at times were used in a variety of contexts by the same child in subsequent sessions. This third observation seems in part contradicted by a further observation that the child had not yet developed a what-where distinction by the third session. The following explanation is offered: A frame such as Whusis?'' (What's this?'') will be learned by a child as a unit whose wh-word is not perceived as conveying independent meaning; thus the wh-phoneme will represent a collocation of various wh-words, depending on the child's individual experience. The child becomes aware of the independence of the wh-interrogative and makes appropriate use of it in different speech acts, but the power of the original frame to govern a confusion between wh-words does not immediately diminish. (JB)

ED 206 221 HE 014 220

Needed Systems Supports for Achieving Higher Education Equity for Black Americans.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (ED), Washington, D.C.

Pub Date-Nov 80

Note-267p.; Some tables may not reproduce well. Best copy available.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Access to Education, Accountability, *Black Education, *Black Students, College Planning, College Students, Databases, Decision Making, Economic Factors, Educational Assessment, Educational Policy, *Equal Education, Federal Government, Government School Relationship, *Higher Education, Policy Formation, Political Power, *Public Policy, Racial Discrimination, *Research Needs, Socioeconomic Status, State Government

Identifiers-*Support Systems

Six support systems for black higher education that are needed to achieve educational equity for black Americans are assessed, and recommendations for national program objectives are offered. The six support systems are: federal policy toward black colleges, a research base, a human resource system support, dealing with socioeconomic and sociopolitical issues; higher education planning; and monitoring and evaluation. Analysis of the literature, surveys of programs, and interviews of program staff and experts were undertaken. Information was obtained on federal bureaucrats' perceptions of policy, formal and informal policy development processes, the question of who makes policy in the federal government, and the question of what policy initiatives in the federal government have implications for black higher education. For various federal agencies and programs, information is presented on policies specific to higher education and to black higher education. The data needs of black higher education are considered in relation to the database, required research initiatives, educational policy research, and a model for a total research system. Sources of information that can be used to begin a partial analysis of certain subject area concerns of black higher education are identified. Data and recommendations are presented regarding representation of blacks in decision-making positions in foundations and at the federal and state levels. Among the social issues that are addressed are the following: institutionalized racism, political participation and policy-making roles, the job market, and economic factors. Statewide higher education planning and the

federal role in planning are addressed, along with evaluation and monitoring of equal educational opportunity programs. (SW)

ED 205 712   CE 029 680

Industrial Arts Safety Guide. Japanese. Bilingual Education Resource Series.

Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-682.

Language-English; Japanese

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking

Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practice in both English and Japanese. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machines, planer-surfacers, presses, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Chinese, Korean, Thai, Cambodian, and Ilokano are available separately through ERIC see note.) (MN)

Herdin, Terence And Others

Issues & Insights. A Handicapped Awareness Resource Manual.

Camosun Coll., Victoria (British Columbia).
Spons Agency-British Columbia Dept. of Education, Victoria. Continuing Education Div.
Pub Date-27 Apr 81
Note-99p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accessibility (for Disabled), Access to Education, *Adults, Annotated Bibliographies, Community Attitudes, Community Organizations, Design Requirements, *Disabilities, Educational Needs, Educational Planning, Educational Resources, Employment Potential, Hearing Impairments, Housing, *Individual Characteristics, *Individual Needs, Job Skills, Learning Disabilities, Mental Retardation, Organizations (Groups), Physical Disabilities, Physical Mobility, Postsecondary Education, Private Agencies, Public Agencies, Recreation, Rehabilitation Centers, Resource Materials, Student Attitudes, *Student Needs, Transportation, Visual Impairments, Workshops

Designed to assist colleges, school boards, and other educational institutions to offer awareness-oriented courses and workshops to both the general public and educational personnel, this package of resource materials describes print and nonprint materials relating to the needs of disabled adults. Outlined are issues and questions for discussion relating to public attitudes toward the handicapped; employability; environmental barriers facing the handicapped; and the special housing, recreation, and transportation needs of disabled adults. Discussed next are the special needs of adults with the following problems: deafness or hearing impairment, learning disabilities, mental retardation, physical handicaps, visual impairments, and other disabilities. The next section, Resources for Education, contains annotated lists of agencies and organizations; articles, monographs, and other print resources; books; and audiovisual materials relating to the needs of the disabled. Appendixes provide lists of achievement centers; a directory of colleges, universities, and school districts; and guidelines for planning a workshop. (MN)

ED 205 781 CE 029 793

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Auto Body Repair. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-111p.; For related documents see CE 029 796, CE 029 799, CE 029 802, CE 029 805, CE 029 808, CE 029 811, CE 029 814, and CE 029 817.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auto Body Repairers, Auto Mechanics, Behavioral Objectives, Bilingual Education, *Competency Based Education, Curriculum Guides, Student Evaluation, Technical Education, Vocabulary, *Vocational Education, Welding

Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on auto body repair. This program is designed to run 40 weeks and cover 7 instructional areas: use of basic repair tools; metal bumping (theory and practice); metal refinishing (theory and practice); panel replacement; glass work; spot welding; and basic frame straightening. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the glass work section, a student should be able to (1) adjust or align windows in doors; (2) remove damaged glass and install replacement; and (3) seal leaks around the windshield and rear window. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning auto body repair in English, Spanish, and Laotian. (CT)

ED 205 800 CE 029 846

Johnson, John A.

Relationship between Proposed Vocational Program Quality Indicators, Student Satisfaction, Placement, and Job Performance Ratings. Final Report.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date-Jul 81

Note-19p.; For a related document see CE 029 847.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, Community Relations, Counseling Services, Criteria, Curriculum, Educational Facilities, Educational Objectives, Employer Attitudes, Followup Studies, *Job Performance, *Job Placement, *Outcomes of Education, *Participant Satisfaction, Performance, Program Administration, *Program Content, Program Effectiveness, Public Relations, Questionnaires, Secondary Education, Staff Utilization, State Surveys, Student Attitudes, Student Organizations, Student Recruitment, Success, Teacher Certification, Teaching Experience, *Vocational Education

A study examined the question of whether there is a connection between program characteristics and desirable program outcomes (student satisfaction, placement, and job performance ratings). A program evaluation questionnaire, containing over 300 individual items on such program characteristics as teacher certification and experience, instructional objectives, performance standards, community relations, and counseling services, was used to collect data for over 11,000 students and 600 teachers from Maryland vocational programs at the secondary level. In addition, followup supervisor ratings of job performance were available for approximately 800 students. Data from these sources were compiled and analyzed with respect to the relationship between 36 program characteristics (in the areas of advisory councils, administration, public relations, staff, facilities, recruitment, counseling, curriculum, student organizations, and placement services) and the three program outcomes. Relationships between characteristics and outcomes were presented where consistent trends were found and several speculations were made concerning these relationships. Recommendations called for further research involving sufficient samples of students of each sex and race. (A related comparison of four alternative delivery systems for vocational education is available separately through ERIC see note.) (MN)

ED 205 861 CG 015 352

Ferguson, Roberta C.
Issues and Conflicts in Male Dependence.
Pub Date-May 81
Note-7p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (51st, Denver, CO, April 29-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Androgyny, Behavioral Science Research, Cultural Influences, *Emotional Development, *Identification (Psychology), *Males, *Parent Child Relationship, *Personality Traits, *Role Conflict, Role Perception, Self Expression, Sex Role
Identifiers-*Dependency (Personality)

Dependence is a salient quality in both sexes, although it has been culturally more acceptable for women than for men to acknowledge and accept dependency. The conflict men experience with regard to dependency and the manifestations of such conflict in dependent adult behaviors were examined. Subjects were divided into a most conflicted'' and a least conflicted'' group on the basis of conflict measured by responses to the Interpersonal Attitude Survey. All subjects completed The Assessment of Significant Relationships Questionnaire and 14 subjects also completed a structured interview. No significant difference was found between the most-'' and least-conflicted'' groups on direct or indirect expressions of dependence. The structured interview, however, revealed sharp contrasts between the two groups in terms of their perceived relationships to their parents. The most conflicted'' group identified with their father, while the least conflicted'' group identified with their mothers in terms of attitudes and values, emotional expression, decision-making, role models, sexual identification, and career choice. The findings suggest a gross misfit between personality needs, social roles, and dependent behavior. (NRB)

Goswick, Ruth Ann Jones, Warren H.

Loneliness and Shyness: Two Longitudinal Studies.

Pub Date-Apr 81
Note-12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, Behavioral Science Research, *Classroom Environment, College Students, Experiential Learning, Higher Education, *Interpersonal Competence, *Loneliness, Longitudinal Studies, Personality Traits, *Psychological Patterns, *Social Behavior, Social Isolation
Identifiers-*Shyness

Although most people are occasionally lonely, others find loneliness to be an enduring problem. Loneliness is often associated with a variety of personality characteristics which interfere with the formation of interpersonal relationships. The interrelationship of shyness and loneliness over time and in response to varying situations was examined in 2 studies. Undergraduates (N 76) enrolled in large lecture courses completed the UCLA Loneliness Scale and the Social Reticence Scale at the beginning and end of a 10-week interval. Undergraduates (N 50) enrolled in small experiential courses designed to enhance interpersonal effectiveness completed the same instruments with an elapsed interval of 7 weeks. In the lecture group, loneliness significantly increased over time, whereas shyness remained stable. Results indicated that shyness was causally linked to the increase in loneliness. Students in the experiential group showed a significant decrease in both shyness and loneliness. Findings suggest that the experiential nature of the classes may require students to surmount their social reticence, because data reveal that the shy subjects exhibited a significant decrease in loneliness. (Author/NRB)

ED 205 948 CS 206 099

Stovall, James Glen

Conflict in the Colonies: The London Times Coverage of Watergate from the Break-in to the Pardon.

Pub Date-Dec 79

Note-11p.

Journal Cit-Gazette: International Journal for Mass Communication Studies; v25 n4 p209-18 Dec 1979

Pub Type- Journal Articles (080) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bias, Content Analysis, Editorials, Foreign Countries, *Journalism, News Media, *Newspapers, *News Reporting

Identifiers-Great Britain, Nixon (Richard M), *Times (London), *Watergate

From the breakin through the pardon of President Nixon, the London Times'' maintained thorough coverage of the Watergate scandal a difficult task, considering the complexities of the American judicial and political systems. A special Watergate section was added to the other sections of the Times,'' and even the British parliamentary election campaign failed to move Watergate from the front page. Editorially, the Times'' was at first sympathetic to President Nixon, and as the investigation was undertaken by all three branches of government, the Times'' accused the Washington Post'' of creating a trial by press'' situation by its persistent involvement. However, the Times'' later ran an editorial pointing out that the American judicial system was different from that of the British, and when Nixon refused to give up the crucial tape recordings, the Times'' could no longer support him. The working reporters for the Times'' were anti-Nixon from the beginning of the story, exhibiting a bias that showed plainly in their news columns. The major difference between the American and the British press was that the latter was unencumbered by objectivity.'' The major strength of Times'' coverage of Watergate was a thorough understanding of the intricacies of the American political process and a special relationship'' between many British and American journalists. (HTH)

ED 206 036 CS 503 579

Ratliff, Gerald Lee

Beginning Readers Theatre: A Primer for Classroom Performance.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-78-0026

Note-47p.; TRIP: Theory & Research into Practice.

Available from-Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($3.00).

Pub Type- Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acting, Creative Dramatics, Drama, Higher Education, *Learning Activities, Literature Appreciation, *Readers Theater, Secondary Education, *Teaching Methods, *Theater Arts, Theories

Defining readers theatre as a technique for enhancing students' appreciation of literature and spoken language by dramatizing literary works in classroom settings, this booklet explains the basic principles of that form and offers exercises for applying those principles. The booklet notes that while the exercises are intended primarily for secondary school or college students, their underlying theoretical principles are valid for all instructional levels. The first section of the booklet provides a rationale for using readers theatre in the classroom and discusses its conventions, techniques for selecting appropriate literature to be dramatized, ways of staging the literature, and scripting of the literature. The second section provides 19 specific readers theatre exercises. (FL)

ED 206 076 EA 013 813

Bates, Richard

Educational Administration, the Technologization of Reason and the Management of Knowledge: Towards a Critical Theory.

Pub Date-Apr 81
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Administration, *Educational Anthropology, *Educational Sociology, *Educational Theories, Elementary Secondary Education, Ethnography, Higher Education
Identifiers-Loose Coupling Theory, *New Sociology of Education

An adequate theory of educational administration demands an emphasis on understanding rather than legitimation; the inclusion of qualitative as well as quantitative constructs; and the incorporation of philosophical concerns, especially those dealing with epistemology and ethics. Developments in the new sociology'' of education and in the ethnography of schooling offer the possibility of developing such a theory which would focus on the relationships between structures of knowledge and of control, the influence of educational administration in mediating such structures, and its impact on the processes of cultural negotiation and transmission. The new sociology of education claims that previous studies of education have failed to examine the assumptions that lay behind the sociological analysis of schooling. Over the past decade, a substantial body of ethnographic and observational data has become available that cannot be adequately interpreted within the currently dominant bureaucratic/organizational models of schooling. The established need to include assessments of people's understanding, aspirations, meanings, and interests in any analysis of educational organizations is clearly capable of amalgamation with the traditions of educational ethnography. The alternative theory, outlined here, might be based upon Weick's application of loose coupling to educational administration, with the addition of a cultural dimension. (Author/WD)

ED 206 118 EC 133 503

Overview of Special Education Resources, Individualized Education Programs, and Issues Clarification.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.
Pub Date-80
Note-71p.; The document Individualized Education Programs'' was developed with the assistance of the Northwest Regional Resource Center, Eugene, OR, and supported by a grant from the Bureau of Education for the Handicapped (DHEW/OE), Washington, DC, Contract No. 300-7-0020.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compliance (Legal), *Disabilities, Elementary Secondary Education, *Federal Aid, Foster Homes, *Individualized Education Programs, *State Aid, State Legislation, *State Standards
Identifiers-*Washington

The first of three sections in the booklet on Washington state standards describes administration of state and federal funds to programs for handicapped students. Discussion centers on such topics as fund distribution, state allotments for foster homes and hospitals, P.L. 94-142 (the Education for All Handicapped Children Act) flow through funds, discretionary funds, and school district actions required to receive funds. The second part of the document is intended to assist Washington educators understand and implement state regulations regarding the individualized education program (IEP) for handicapped students. Topics covered include purpose of the IEP, the IEP process checklist, definitions, sample IEP forms, directions for completing the IEP forms, and a sample documentation of the IEP meeting notification.

The final part addresses questions regarding regulations on such issues as postsecondary education; definitions of screening, assessment, and evaluation; and the makeup of a multidisciplinary team assessment. (CL)

Henley, Martin
A Developmental Model for the Education of Children Evaluated Mentally Retarded.
Pub Date-Apr 80
Note-31p.; Paper presented at the Annual Presidential Lecture Series (1st, Westfield, MA, April 13, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Development, Curriculum Development, *Developmental Stages, Intervention, *Mild Mental Retardation, *Moderate Mental Retardation, Student Evaluation, *Theories
Identifiers-*Piaget (Jean)

Jean Piaget's theories of development are reviewed and implications for instruction of mildly and moderately retarded children are drawn. Piagetian research with the retarded is traced, particularly the work of Barbel Inhelder. The research cited concludes that the cognitive development of retarded children follows the same pattern as normal children but at a slower rate. The psychometric view of intelligence is compared to the Piagetian view, and the benefits of assessment based on the Piagetian perspective are noted. A developmental approach to curriculum is advocated in which children's learning strategies are determined by their stage of cognitive development. Examples of strategies for sensory-motor, preoperational, concrete operations, and formal operations stages are given. Stage appropriate stimulation is the basis of continued cognitive development. The author comments on a demonstration project to design a cognitive intervention program based on Piaget's theories. (CL)

ED 205 818 CE 029 895

McGough, Robert L. Vincent, John J.
The Delivery of Adult Basic Education (ABE) to CETA Clients.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-26p.; For related documents see CE 029 896-906.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude, *Adult Basic Education, *Adult Learning, Definitions, *Disadvantaged, Educational Cooperation, Learning, *Program Design, Program Development, Program Implementation, Program Improvement, Student Characteristics, *Student Needs, Teaching Methods
Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph describes the concept of adult basic education (ABE), and is divided into four sections: (1) a definition of ABE, (2) needs and characteristics of adult learners; (3) methods of instruction, and (4) program design. While the focus is on ABE, the role and responsibility of CETA programs in incorporating it where necessary is also discussed. (CT)

ED 205 905 CS 006 202

Buckley-Byrne, Teresa

A Survey of the Attitudes of the Teaching Faculty at a State College toward Students in the Basic Skills Programs: A Preliminary Investigation.

Pub Date-May 81

Note-54p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, *Educationally Disadvantaged, *Educational Research, Higher Education, High Risk Students, Improvement Programs, Nontraditional Students, School Surveys, *Student Teacher Relationship, *Teacher Attitudes

A study was conducted to obtain information about the attitudes of professors at a state college toward students entering college with a deficiency in one or more of the basic skills. Subjects were 492 professors who completed a sixteen-item inventory. The results of the study indicated that professors were undecided'' in attitudes toward basic skills students. The professors' attitudes toward the admission of basic skills students to college and their view of the academic standards of a college ranged from undecided to slightly negative. The professors' perceptions of these students and attitudes toward the progress of a class ranged from undecided to slightly positive. No significant differences were found in terms of sex, faculty rank or number of years of experience. The largest percentages of responses in all areas reported were undecided.'' (RL)

ED 205 840 CG 015 331

Perlman, Baron Hartman, E. Alan

Burnout: Summary and Future Research.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Wisconsin Univ., Oshkosh.
Pub Date-May 81
Grant-NIMH-1-T24-MH-15907-01
Note-45p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (51st, Denver, CO, April 29-May 2, 1981).
Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Burnout, Correlation, *Fatigue (Biology), *Individual Characteristics, *Job Satisfaction, Literature Reviews, Personality Traits, *Prevention, Productivity, Research Methodology, *Research Needs, Trend Analysis

This paper reviews, compares, and summarizes writings from 1974 to 1980 which address the concept of burnout. The 48 writings are summarized in a tabular format and presented in chronological order to provide the reader with a sense of trends. The table also includes authors, year of publication, the occupation of the burned-out'' individual, and the definition of burnout used in the writing. Based on an analysis of these definitions of burnout, the paper proposes a new definition encompassing emotional or physical exhaustion, lowered work productivity, and overdepersonalization. The five sources which present statistical analyses relating individual or organizational variables to burnout are reviewed and research methodology issues are posed. The future research section is based on research to date, authors' conversations with researchers and other professionals, and writings in areas such as psychopolitics, client labeling, the interrelationships of clients, care givers, and systems, and causes and prevention of burnout. A model to aid researchers is also provided. (NRB)

ED 205 926 CS 006 226

Fillmer, H. Thompson

Sex Stereotyping of the Elderly by Children.

Pub Date-81

Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Discrimination, *Childhood Attitudes, Children, Elementary Education, *Negative Attitudes, Older Adults, *Sex Bias, Social Bias, *Social Science Research, *Stereotypes

Identifiers-*Age Bias

Students from grades one through five participated in a study to investigate whether elementary school children stereotype older people and, more specifically, whether they stereotype older people by sex. Photographs of a young woman, a young man, an old woman, and an old man were shown to the subjects, who were then asked to select from each of five pairs of adjectives an adjective that best described the person in the photograph. The subjects were also asked questions about their willingness to associate socially with the persons depicted in the photographs. The results indicated that all subjects selected more negative adjectives to describe the old woman and man than they chose for the young woman and man. The old man also received 20% more negative responses than the old woman. The responses indicated that the girls were as willing to associate with old people as with young people, but the boys were substantially more negative about old people. These results suggest that children do stereotype the elderly. (HTH)

ED 206 056 EA 013 776

Knickman, James R. Reschovsky, Andrew J.

Municipal Overburden: Its Measurement and Role in School Finance Reform.

National Inst. of Education (ED), Washington, D.C. School Finance Project.

Pub Date-Mar 81

Note-27p.; For related documents, see EA 013 769-775.

Available from-Not available separately; see EA 013 769.

Pub Type- Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-City Government, *Educational Finance, Elementary Secondary Education, *Financial Problems, *Fiscal Capacity, Human Services, *Municipalities, Property Taxes, State Aid, Tax Rates, Urban Problems

Identifiers-Equity (Education), *Municipal Overburden

The concept of municipal overburden refers to the relationship between municipalities' educational funding and the fiscal stress generated by their heavy expenditures on both educational and noneducational services. The authors examine three aspects of the problem of municipal overburden. First, in a literature review, they discuss the measurement of fiscal stress and municipal overburden, noting the shortcomings of existing measures of fiscal stress and proposing an alternative measure. Second, they analyze city governments' actual responses to fiscal stress in order to find whether fiscal problems have reduced educational spending. Their review of the research finds ambiguous results and limited empirical evidence. The third aspect examined is the relationship of municipal overburden to state educational aid. The authors suggest several modifications of state aid formulas that they feel would take municipal overburden into account. (Author/RW)

ED 206 096 EA 013 872

Farrar, Steve M.

Teacher Performance Motivation.

Pub Date-Apr 81
Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Compensation (Remuneration), Elementary Secondary Education, Evaluation Criteria, Expectation, *Incentives, *Justice, *Merit Rating, Models, *Performance Factors, Professional Recognition, Quality Control, *Teacher Improvement, *Teacher Motivation
Identifiers-Expectancy Theory

The research reported in this paper attempted to determine what constitutes superior teaching, and what manipulable extrinsic incentives exist in education to motivate teachers to become superior teachers. The project additionally tried to determine the degree of consensus among teachers and administrators on these issues. Finally, equity, or fairness, was considered in relation to accountability, that is, whether teachers felt it was fair to be rewarded for exemplary teaching performance. A sample of 184 teachers and 18 building administrators from 18 New York state public schools were asked to respond to a nine-page questionnaire. The questionnaires were returned by 75 percent of the teachers and 89 percent of the administrators. Nearly half the teachers in the study responded that it is fair to award teachers salary increments on a performance contingency basis. With the equity notion applied, pay-related items and recognition seem to hold the most promise for implementation. (Author/MLF)

ED 206 163 FL 012 430

Harper, Sandra N.
Game-Like Activities and the Teaching of Foreign Languages.
Pub Date-10 Apr 81
Note-32p.; Paper presented at the Great Lakes Colleges Association Foreign Languages Conference (Albion, MI, April 10, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Activities, College Second Language Programs, Communicative Competence (Languages), *Educational Games, Higher Education, Language Skills, *Learning Activities, Secondary Education, *Second Language Instruction, Skill Development, Vocabulary Skills

Among the justifications for using games in foreign language teaching, one finds the theory that games play an important role in the instructional and learning processes and that they can be designed to develop linguistic skills and communicative abilities. A review of several authors not only suggests the value of games and game-like activities to relieve boredom and enhance learning, but also gives indications for a meaningful progression of such activities. A large number of group activities and games are described. Each description includes the game's purpose, the procedure, and some examples. The activities described are appropriate for elementary and intermediate levels; some could be used in more advanced classes. (AMH)

ED 206 204 FL 012 552

Paradis, Paulette Buteau, Magdelhayne

Comment stimuler l'enfant au langage (How to Stimulate a Child's Speech Development).

Report No.-ISBN-2-89168-008-1

Pub Date-81

Note-37p.

Available from-Editions Marie-France, 3688 Fleury Street East, Montreal, Quebec, Canada H1H 2S6 ($4.00, quantity price $3.50).

Language-French

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language, Early Childhood Education, *French, *Language Acquisition, *Learning Activities, *Native Language Instruction, Psycholinguistics, Second Language Instruction, *Teaching Guides, Vocabulary Development

This collection of exercises, intended principally for parents and teachers engaged in early childhood education, contains 30 pages of exercises designed to foster speech and vocabulary development of young children. Although the book is primarily intended for use with native speakers of French, the exercises would be useful for elementary school beginning French second language classes. Each exercise is illustrated with a pen-and-ink drawing, and provides the objective, a description of the materials needed, and the procedure. (AMH)

HE

ED 205 677 CE 029 186

Collins, Michael

Doing Philosophical Research in Adult Education.

Pub Date-81
Note-12p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Educational Philosophy, *Educational Research, *Philosophy, *Research Methodology

Identifiers-*Conceptual Analysis, Phenomenology, *Philosophical Research

More deliberate efforts have been witnessed recently that incorporate philosophical criticism and analysis in the exploration and clarification of current concerns in adult education. Such studies might be regarded as pioneering attempts at doing philosophical research in adult education. Philosophical research has a prominent role to play in redressing the impoverishment that preoccupation with narrowly conceived operational definitions has brought to the field. Methods of philosophical inquiry can alert adult educators to crucial limitations in statistical studies, raise questions about unconditional acceptance of operational definitions, and help examine the relevance of various research methods for adult education. Two prominent approaches to doing philosophy linguistic/conceptual analysis and penomenology are rigorous research activities with implications for adult education research. There is a vital task for linguistic analysis in examining and assessing the feasibility of leading concepts and norms. The outstanding theme of penomenological research, intentionality, opens the way for more penetrating philosophical investigations of self-directed learning. Other adult education issues which lend themselves to the descriptive research of these two philosophical approaches are ethical problems, such as mandatory continuing education and development of theory. (YLB)

ED 205 695   CE 029 610

Castro, Raymond And Others
Resource Guide for Career Counseling Spanish-Speaking & Chicano Students.
San Jose City Coll., Calif.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jun 81
Contract-43-69658-3-0-454
Note-255p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Annotated Bibliographies, *Career Counseling, *Career Guidance, Community Colleges, Community Resources, *Counseling Techniques, Counselor Role, Dropout Prevention, Educational Legislation, Educational Resources, Education Work Relationship, *English (Second Language), Ethnic Stereotypes, *Hispanic Americans, Job Search Methods, Literature Reviews, Non English Speaking, Secondary Education, Self Concept, *Spanish Speaking, Student Evaluation, Student Recruitment, Two Year Colleges, Vocational Education, Work Experience Programs
Identifiers-Bilingual Materials, Limited English Speaking

This resource guide provides help for the counselor attempting to give career advice to Spanish-speaking and Chicano students in high schools and community colleges. The guide is presented in nine sections. The first section provides an overview and general information about Hispanics, along with a review of the literature and an annotated bibliography. Sections 2-4 concern student assessment, language program placement, and affective considerations (such as self-image and decision making) of the student. Section 5 concentrates on techniques for retaining students in school and counseling those who are leaving school. Section 6 describes the education-work relationship and suggests such strategies as cooperative work experience programs, vocational programs, and career guidance. In section 7, job search and interview techniques to be taught to students are presented. Section 8 is an annotated bibliography of Spanish language materials for students; while section 9 suggests additional program development resources, including vocational education law as it applies to minorities, student recruitment strategies, and evaluation of counseling programs. (KC)

Clayton, Kermeta

Elementary Consumer and Homemaking Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0538
Note-206p.; For related documents see CE 029 741-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, *Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, *Elementary Education, Energy Conservation, *Home Economics, *Homemaking Skills, Nutrition, Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs, and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major topics: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of standards contains an explanatory handbook and the standards for that level. This document covers elementary consumer and homemaking education. (KC)

ED 205 906 CS 006 203

Guszak, Frank J.

I Can Read! I Will Read!

Pub Date-Jan 81

Note-13p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Individualized Reading, Primary Education, Program Descriptions, *Reading Instruction, *Reading Programs, *Reading Readiness, *Teaching Methods

An elementary school in Texas has developed a program of reading instruction that immediately provides early readers with ample reading opportunities and materials rather than constraining them with reading readiness'' assessment. Initially, the absence of sufficient reinforcement material in the basal readers required increased amounts of reading practice material, so small readers using the adopted preprimer vocabulary were written, printed, and distributed to the children. Once the children mastered a specific reading exercise, they received new pages with additional words. Progressively more difficult materials were made for the children moving ahead, and additional materials were available for children needing extensive reinforcement. Comprehension checks were built into the program in the form of oral and written question tasks, and vocabulary tasks keyed to specific stories. This highly individualized program resulted in significant increases in reading achievement for first and second grade students. Factors critical to the success of the program included (1) political support by the school board and administrators, (2) coordination of all federally funded reading programs with the school's program, (3) reading many materials over extended periods of time, (4) abundant materials, and (5) teacher trainers'' to help each teacher implement the program. (HTH)

Maittlen-Harris, John P.
Rupert Murdoch: Emergence of a Multinational Media Magnate.
Pub Date-Aug 81

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Journalism, Mass Media, *Newspapers, *Publishing Industry
Identifiers-*Media Ownership, *Murdoch (Rupert)

Rupert Murdoch's acquisition of the London Times'' was another step in what appears to be his emergence as the world's first truly international mass media magnate. After inheriting substantial Australian newspaper holdings from his father, Murdoch entered into many financial, circulation, and takeover battles during the course of his expansion. He acquired several financially ailing newspapers (including the Times''), which competitors mistakenly thought would ruin Murdoch. Murdoch revived these papers by means of sensational or tabloid journalism, for which he has been heavily criticized. Some think however, that his acquisition of the Times'' may be his entry into legitimate journalism. The rapid expansion of his newspaper holdings is the result of a financial strategy in which he borrows heavily to finance a purchase, develops the profitability of the new purchase as quickly as possible, and uses these profits to pay off his loans. Murdoch's New York Post'' holds 30% of the daily newspaper market in that city, in addition to his hold on the British and Australian market. Observers think that if he bought or established one more newspaper in the American market, he would have a powerful influence on future political campaigns in the United States through media support of a particular candidate or platform. He has already been accused of biased political coverage in several of his papers. The political emphasis the London Times'' takes is likely to be watched closely. (HTH)

Miller, Gaylier E.

A Functioning Writing Laboratory: Seven Operational Truisims.

Pub Date-May 81
Note-9p.; Paper presented at the Annual Meeting of the Writing Centers Association (3rd, Clarion, PA, May 1981).
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Philosophy, Higher Education, Learning Laboratories, Remedial Instruction, Student Teacher Relationship, *Teacher Attitudes, Writing (Composition), *Writing Instruction
Identifiers-*Writing Laboratories

A seven-point philosophy for operating a writing laboratory has achieved positive results, both in the form of student test scores and grades and in the form of student gratitude. The first philosophical point is a sincere, unswaying belief that ``everyone'' can learn to write and that only a poorly written paper is hopeless, not the student who wrote it. This attitude carries over into the second point, that self-concept is directly related to learning. A writing lab instructor's positive attitude will enhance a student's self-esteem, thus building his or her confidence in writing. The third point is that a pleasant environment facilitates learning. This means that even on a minimal budget, everything possible should be done to make the writing lab comfortable and relaxing. The fourth point is that learning to write is more like climbing a mountain than seeing a vision. Writing is learned one step at a time, not all at once, and it is a time consuming process. During that process, simple organization and quiet efficiency, the fifth point, will facilitate learning. This entails continually reorganizing materials and modifying the program to meet the students' needs. The sixth point is that individuals are different and so are their problems and needs. Finally, a committed belief that teaching writing is worthwhile will yield positive results. (HTH)

ED 206 015 CS 503 528

Payne, David E. Caron, Andre H.

Mass Media, Interpersonal, and Social Background Influences in Two Canadian American Settings.

Spons Agency-National Association of Broadcasters, Washington, D.C.; Syracuse Univ., N.Y.

Pub Date-May 81

Note-51p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-28, 1981). Also sponsored through the Ministere des Communication, Quebec.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Communication Research, Comparative Analysis, Cultural Differences, Cultural Influences, *Interpersonal Competence, *Mass Media, Predictor Variables, Research Methodology, *Social Background, *Sociolinguistics

Identifiers-*Canada, *United States

A study investigated the effects of mass media, interpersonal communication, and sociolinguistic background on adults' political, cultural, and economic attitudes and agendas. Data for the study came from two earlier research efforts: one conducted in Minnesota, involved 414 adults who were interviewed concerning their media use, interpersonal contact with Canada, socioeconomic status and background, and knowledge of and attitudes toward Canadian and American political and cultural events and persons; the other, similar in design, involved interviews with 814 adults in Quebec, Canada. Analysis of data led to the following conclusions: (1) since cultural settings are unique, it is not possible to take findings from one setting and assume they will apply in another; (2) media, interpersonal communication, and sociolinguistic variables do not operate in a uniform manner across different categories of variables; and (3) caution should be exercised when examining media effects studies that do not include interpersonal and sociolinguistic variables. (Extensive tables of data are appended.) (FL)

ED 206 184 FL 012 488

Bar-Lev, Zev
Ungrammar.
Pub Date-29 Feb 80
Note-28p.; Paper presented at the Los Angeles Second Language Research Forum (3rd, Los Angeles, CA, February 29, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Grammar, *Interlanguage, *Reading Skills, *Second Language Learning, Syntax

This paper defines and exemplifies the grammar of the reader.'' It is claimed that existing pedagogical grammars, although supposedly neutral with respect to skills, are actually biased towards production.

In translating rules into the reader's perspective, reader's grammar turns them inside out. Reader's grammar does not primarily focus on rules of decoding, nor are its implications limited to reading skill. The reanalyses are of sufficient power to offer effective alternative strategies for achieving integrated, and even purely oral-aural, goals. The uniqueness of the rules of reader's grammar in both their formulation and their hierarchical relationships is demonstrated. Consequences for method of presentation and ordering in curriculum are revealed. A discussion focuses on two primary rules of reader's grammar, generalizable across languages notwithstanding certain language-particular details. The analog rules of synthesizing and filtering'' represent the integrative and selective capacities of first language reading process, but with a special twist to serve as the hitherto missing link to second language reading. (Author)

Stodden, Robert A., Ed.
Vocational Assessment. Policy Paper Series: Document 6.
Illinois Univ., Urbana. Coll. of Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Jun 81
Note-96p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Cooperation, Career Guidance, Definitions, *Disabilities, Educational Assessment, Educational Legislation, Educational Needs, *Educational Planning, Educational Policy, Federal Legislation, Inservice Teacher Education, Models, *Program Development, Program Evaluation, Program Implementation, Program Improvement, *Secondary Education, *Special Education, Staff Development, Staff Utilization, Student Needs, *Vocational Education
Identifiers-*Vocational Assessment

This collection of four policy papers on vocational assessment for the handicapped deals with personnel development, interagency coordination, current research and development, and providing individualized assessment services. Diseussed in the initial paper on program improvement in vocational assessment for the handicapped are federal legislation concerning vocational education for the handicapped, the scope of vocational assessment and vocational evaluation, tools and models for assessment/evaluation, use of findings, inservice program development and implementation, technical problems of assessment, personnel preparation and selection, and agency coordination. Determining who should do vocational evaluation, identifying tasks necessary to the vocational assessment process, planning inservice training programs for evaluation personnel, and obtaining resources for delivering inservice training are the main issues examined in the second paper. Covered next are various aspects of assessing special education's responses to the career needs of handicapped youth (issues of school-based vocational assessment, establishing a structural basis for assessment, and facilitating the assessment process). Planning vocational assessment activities within educational settings having an interdisciplinary focus is the subject of the final paper. (MN)

ED 205 764 CE 029 772

Klitzke, Elizabeth

Impacts on Schools and Team Members of Participating in a Wisconsin Secondary Vocational Education Program Evaluation, 1978-80.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Pub Date-Aug 81

Note-186p.; Masters Thesis, University of Wisconsin.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Case Studies, Educational Assessment, *Educational Change, *Educational Research, Evaluation Methods, *Evaluators, Participant Satisfaction, *Program Evaluation, Questionnaires, Research Needs, Research Utilization, *Secondary Education, User Satisfaction (Information), *Vocational Education

Identifiers-*Impact, Wisconsin

This study assessed the impacts on 58 schools and 379 on-site visitation team members participating in a Wisconsin Secondary Vocational Education Program Evaluation during three years, 1978-80. To accomplish this, a methodological mix was chosen, so that impacts could be documented quantitatively through questionnaire data, and qualitatively through case studies. Findings of the study showed that participation of schools in an evaluation changed the vocational education program of most schools. Serving on an on-site evaluation team changed the way in which most vocational educators did their work. The study also showed that for most effect, evaluation findings must be discussed and acted upon within three months in a series of specially called, structured meetings with the local vocational education coordinator, district administrator, principal, and vocational staff participating. Several implications were inferred at the local level (impact traced to enthusiasm of people, necessity for a local vocational education coordinator); state level (facilitation of articulation); and national level (justification of expenditures for evaluative research in vocational education at the national level). (KC)

ED 205 819 CE 029 896

Eschenmann, K. Kurt

Adapting Local Education Programs to CETA Clients.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-26p.; For related documents see CE 029 895-906.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Educational Cooperation, Educational Planning, Inservice Teacher Education, Job Placement, *Program Design, *Program Development, Scheduling, *School Districts, Teaching Methods, Work Experience Programs

Identifiers-*Comprehensive Employment and Training Act, *Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph reviews some of the characteristics of local education agencies (LEAs) to identify possible constraints associated with developing CETA/education linkages. Also, several suggestions are provided to show how local education programs can be adapted to include CETA clients. These include tips on initial planning, program offering and design, scheduling, program flexibility, instructional strategies, open-entry/open-exit programs, placement services, academic credit for work experience, and instructor inservice activities. (CT)

Whitley, Bernard E., Jr. Sweeney, Paul D.

Sex-Role Self-Concept and Attributional Style.

Pub Date-May 81
Note-14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Attribution Theory, Females, Individual Differences, Individual Power, Locus of Control, Personality Traits, Psychological Patterns, *Role Perception, *Self Concept, *Self Esteem, *Sex Role
Identifiers-*Masculinity Femininity Variable

Research has revealed linkages among sex, sex-role self-concept, self-esteem, and attributional style, suggesting that sex-role self-concept may mediate the relationship between biological sex and attributional style. Female undergraduates (N 140) completed several questionnaires, including the Bem Sex Role Inventory to determine sex-role self-concept, the Semmel Attributional Style Scale to measure attributional style, and the Janis-Field Feelings of Inadequacy Scale to measure self-esteem. Data analysis indicated that the masculinity component of sex-role self-concept was closely related to a positive attributional style. Femininity, although not strongly related to attributional style, was correlated slightly with stability attributions for negative outcomes. Results did not support previous research findings linking an androgynous self-concept with a positive attributional style. (NRB)

ED 205 949 CS 206 266

Hodge, John L.

Democracy and Free Speech: A Normative Theory of Society and Government.

Pub Date-Aug 81
Note-65p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Court Litigation, *Democracy, *Freedom of Speech, *Journalism, *News Media, Social Systems, *Theories
Identifiers-*Media Role, Supreme Court

Noting that the nature and value of free speech depends on the norms and goals of a society and on that society's appropriate form of government, this paper presents a normative theory of democracy and from that theory formulates a theory of free speech. The first section defines a number of terms used in the paper and clarifies several of the underlying concepts of the theory. The second section of the paper outlines the normative theory of democracy and the theory of free speech based upon it. The final section considers the consequences of that theory in relation to three recent United States Supreme Court decisions concerning free speech. (FL)

ED 206 142 EC 133 596

Kaiser, Charles F. And Others

Differences Between Gifted Adolescents and Their Peers on a Measure of Self-Actualization.

Pub Date-Mar 81

Note-14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 25-28, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Gifted, Interpersonal Competence, Secondary Education, *Self Actualization, Summer Programs

The Personal Orientation Inventory (POI) was used to assess self actualization in 266 gifted junior and senior high school students and a control group from urban and rural junior and senior high schools. Greater self actualization was noted for the gifted sample, whose POI scores most closely resembled those of college juniors and seniors. No evidence was found to support the view that gifted students feel less confident in interpersonal interactions than nongifted Ss. Results further showed that following participation in the Governor's School of South Carolina, a select summer academic program, significant but not substantial increases occurred on the majority of POI scales. (CL)

ED 206 164 FL 012 449

Lieberson, Stanley

Language Diversity and Language Contact.

Report No.-ISBN-0-8047-1098-8
Pub Date-81
Note-390p.
Available from-Stanford University Press, Stanford, CA 94305 ($18.75).
Pub Type- Books (010) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Bilingualism, Ethnic Distribution, *Ethnography, *Language Research, *Language Variation, Research Methodology, *Sociocultural Patterns, Sociolinguistics, Surveys, *Urban Demography
Identifiers-Kenya (Nairobi), *Language Shift, Quebec (Montreal), United States

The essays in this volume are divided into four sections: (1) Ethnic Diversity and National Language,'' (2) Bilingualism: Its Causes and Consequences,'' (3) Models and Methods,'' and (4) Language Spread: A New Direction,'' The first part deals with the social conditions that influence acquisition of a second language, and language diversity on the national and regional level. In addition to a discussion of the forces that determine mother-tongue shift, part two reports on a demographic analysis of bilingualism and linguistic and ethnic segregation in Montreal, and language shift in the United States and Nairobi. The third part provides formal models for measuring the role language plays in binding and separating the regions of a nation, and discusses the linkage between native language diversity and national development. The essay in part four offers some basic propositions on forces affecting language spread. (AMH)

ED 205 713 CE 029 681

Industrial Arts Safety Guide. Korean. Bilingual Education Resource Series.

Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-130p.; Not available in paper copy due to small print. For related documents see CE 029 677-682.
Language-English; Korean
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking
Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Korean. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, grinders, jointers, lathes, milling machinery, planer-surfacers, presses, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing material in Chinese, Thai, Cambodian, Japanese, and Ilokano are available separately through ERIC see note.) (MN)

ED 205 782 CE 029 796

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Automotive Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-390p.; For related documents see note of CE 029 793.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Air Conditioning, *Auto Mechanics, Behavioral Objectives, *Competency Based Education, Curriculum Guides, Heating, Student Evaluation, Technical Education, Vocabulary, *Vocational Education

Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on automotive mechanics. This program is designed to run 36 weeks and cover 10 instructional areas: the engine; drive trains rear ends/drive shafts/manual transmission; carburetor; emission; ignition/tune-up; charging and starting; alignment; automatic transmission; brakes; and air conditioning and heating. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the standard and power steering section, a student should be able to (1) check manual steering gear fluid level, and (2) replace belts and adjust tension. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning automotive mechanics in English, Spanish, and Laotian. (CT)

ED 205 801 CE 029 847

Johnson, John A.

A Comparison of Four Alternative Delivery Systems for Vocational Education: Apprenticeship, CETA, Cooperative Education, and Industrial Training. Final Report.

Johns Hopkins Univ., Baltimore, Md.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-Jul 81
Note-79p.; Appendixes will not reproduce well due to small print. For a related document see CE 029 846.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Apprenticeships, Comparative Analysis, Competence, *Cooperative Education, *Delivery Systems, Demography, Employer Attitudes, Employment Programs, Graduate Surveys, Human Relations, *Industrial Training, Interpersonal Competence, Job Performance, *Job Training, Participant Characteristics, Participant Satisfaction, Personality Traits, Personnel Evaluation, Program Descriptions, Program Effectiveness, Questionnaires, Reliability, Secondary Education, *Vocational Education, Work Attitudes
Identifiers-*Comprehensive Employment and Training Act

A study examined the following four alternatives to traditional vocational-technical high schools for delivering vocational education: apprenticeship programs, Comprehensive Employment and Training Act (CETA) programs, cooperative education, and industrial training. Two survey instruments were created specifically for the study: (1) a worker survey form, designed to assess demographic and personality characteristics of the worker and his or her satisfaction with training received from the alternative vocational education delivery system, and (2) a supervisor rating form, which assessed knowledge of job skill, quickness in learing a new job skill, work attitudes, dependability, and ability to get along with others. A total of 155 trainee/worker forms and 199 supervisor rating forms were completed. Participants' ratings of satisfaction with their program and employers' ratings of job performance indicate that on the whole the alternative delivery systems are meeting the needs of participants. Statistical analyses were performed to determine whether participants in the four programs differ in terms of demographic and personality characteristics and job performance ratings of worker satisfaction. Differences were found to exist, and their significance is discussed. (A related study of the relationship between proposed vocational program quality indicators, student satisfaction, placement, and job performance ratings is available separately through ERIC see note.) (MN)

ED 205 883 CG 015 375

Goswick, Ruth Ann And Others

Components of the Lonely Experience in Adolescents and Young Adults.

Pub Date-Apr 81

Note-12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Alienation, College Students, High School Students, *Interpersonal Competence, *Loneliness, Peer Influence, *Peer Relationship, Psychological Patterns, Self Concept, *Social Adjustment, Social Isolation, Student Experience, *Young Adults

Research has identified high school and college students as the groups experiencing the greatest severity of loneliness. The manifestations of loneliness in adolescents and young adults were examined in a group of college (N 192) and high school (N 98) students. All subjects completed the Revised Loneliness Scale and a questionnaire about experiences with parents, peers, and school. College students completed the Loneliness Scale to reflect current feelings and the second questionnaire to reflect high school experiences. The high school students completed both instruments to reflect their current feelings and experiences. Analyses of the data identified 11 components of loneliness for each sample. Peer-related experiences dominated the components and the predictive models of loneliness. Six components (alienation, inferiority feelings, negative school experiences, social facility, social acceptance, and social integration) accounted for 72% of the variance in loneliness scores for high school students. Eight components accounted for 58% of the loneliness variance for the college students. Findings suggest that loneliness is accompanied by a variety of unpleasant feelings and negative perceptions of self and relationships with the social environment. (Author/NRB)

ED 205 927 CS 006 227

Morris, Darrell Perney, Jan

Word Boundary Recognition and Its Relationship to Phoneme Segmentation Ability.

Pub Date-Dec 80

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, Cognitive Processes, Kindergarten, Kindergarten Children, *Phoneme Grapheme Correspondence, *Phonics, Reading Instruction, *Reading Research, *Spelling, *Word Recognition

Forty kindergarten children participated in a study to determine (1) whether significant relationships existed among children's scores on various word boundary tasks, (2) whether scores on the individual tasks were significantly related to the children's ability to represent phonemic segments in their spelling, and (3) whether different instructional approaches made a difference in children's recognition of word boundaries and phoneme segmentation ability. The children came from classes taught by two different teachers one who used no specific reading instruction approach, and one who used a structured, synthetic phonics approach. Each child was given four word boundary tasks and a spelling test. The children's performance on the four tasks differed significantly across teachers. For students in the no phonics'' classes there were significant correlations among all four tasks; in addition, performance on each task was significantly related to the children's ability to represent phonemic segments in their spellings. (FL)

Rimmer, Tony

Videotex and Teletext: Regulation of the Electronic Publisher?

Pub Date-May 81
Note-35p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication (Thought Transfer), Court Litigation, *Federal Regulation, *Futures (of Society), Information Networks, *Information Services, *Legal Problems, *News Media, *Technological Advancement, Telecommunications
Identifiers-Electronic Publishing, *Federal Communications Commission

Suggesting that the transition from a paper system of news distribution to an electronic one moves the press from a relatively regulation-free environment to one encumbered with broadcast and common carrier regulation, this paper reviews communication law as it applies to the electronic publisher and considers whether this form of publishing might bring the newspaper within the regulatory scope of the Federal Communications Commission (FCC). The paper begins by providing a rationale for the concern about regulating electronic news. Next, it discusses the developing technology of teletext (one-way transmission) and videotext (two-way transmission) systems, defining and categorizing the systems and their associated terms. The paper then shifts to the legal questions associated with electronic publishing, offering information on electronic information systems as they relate to three types of media (broadcasting, telephone, and cable). Following a discussion of the constitutional aspects of electronic information systems, particularly the First Amendment rights of broadcasters and cable operators, the paper lists some of the future problems inherent in electronic publishing, developing the conclusion that these problems appear to presage more rather than less government regulation. (RL)

Runkel, Philip J. And Others

Organizational Renewal in a School District: Self-Help Through a Cadre of Organizational Specialists.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Note-166p.; Not available in paper copy due to small print in original document.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Change, Consultation Programs, Data Collection, Educational Research, Elementary Secondary Education, Management Development, *Organizational Change, *Organizational Development, Organizational Objectives, *Problem Solving, Tables (Data), Training Methods
Identifiers-*Organizational Specialists, University of Oregon

Organizational development is explored through this discussion of a series of projects initiated by researchers at the University of Oregon to provide consultation and training to a school district in the Northwest. The primary focus was the improvement of problem-solving skills in the district and the development of a heightened capacity for organizational self-renewal. A cadre of organizational specialists was found to be an important innovation in managing school districts. This book not only documents the functions of such a cadre, but also offers empirical data to guide others interested in the cadre idea. It is divided into three sections covering the story of the particular school district, the underlying theory and technology and the instruments for data collection, and the data on the effects of training and coping with inrovation. Details of costs and savings, the experimental design, and the use of nonmetric multidimensional scaling are appended. (Author/WD)

ED 206 077 EA 013 814

Bates, Richard

Power and the Educational Administrator: Bureaucracy, Loose Coupling or Cultural Negotiation?

Pub Date-Apr 81
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Administrators, Bureaucracy, *Cultural Influences, Educational Administration, Models, Organization, *Organizational Communication, *Organizational Theories, *Power Structure, Social Influences, Social Values
Identifiers-*Loose Coupling Theory

Dominant theories of educational administration have viewed the field as a rational and technical science concerned with the bureaucratic control of education. These theories have recently come under attack for ideological and empirical reasons. More current theories characterize educational administration as less rational objective, and structured and emphasize the loose coupling'' of the units or events within education and the tighter coupling of education as a whole with the external environment. The theory of loose coupling can be taken a step further to the cultural coupling'' theory maintaining that educational organizations, although they may have tight internal coupling, respond not to technical or rational demands but to the external demands of the surrounding culture. This theory of cultural coupling refers to the employment of myths, metaphors, and ceremonial categories as processes of coupling among educational organizations and between these institutions and their environments. This view of educational administration sees administrators as negotiating cultural claims and legitimizing them within the school. This model may help reconcile the long-standing divergence of administrative theory from practice. (Author/JM)

ED 206 097 EA 013 874

Program Budgeting and Accounting Manual for School Districts.
Oregon State Dept. of Education, Salem.
Pub Date-80
Note-254p.; For a related document, see ED 145 524. Not available in paper copy due to colored background of much of original document.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, *Budgeting, Elementary Secondary Education, Glossaries, *Guidelines, Money Management, Records (Forms), School Districts
Identifiers-*Oregon

To promote sound and efficient school budgeting and accounting, this revision of a 1975 manual outlines a system of financial accounts to be followed by Oregon's school districts. In discussing the budgeting process, the first part describes the budget document and the role of the school district board, suggests budget meeting agendas, and provides a checklist of budget criteria. The second part discusses different types of expenditures and revenues and gives the official definitions and code numbers for groups of accounts and for the many governmental, proprietary, and fiduciary funds. Copies of budget forms are added, along with two appendices. Appendix A distinguishes school supplies from school equipment, defining and listing examples of both types of articles. Appendix B comprises a 58-page glossary of financial and educational terms used. (Author/RW)

ED 206 119 EC 133 505

A Guidebook for Implementing Home-Based Preschool Programs for Handicapped Children in the State of Washington. Early Childhood Education.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-80

Grant-G0077001390

Note-62p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, *Home Programs, Models, *Preschool Education, *Program Development, State Programs

Identifiers-*Washington

Written as a guide as administrators in Washington state considering a home based preschool for handicapped children, the manual provides information on program planning and development. An initial section reviews the prototype model that served handicapped children 3 to 8 years old in a rural area. Also addressed in separate chapters are the following topics (sample subtopics in parentheses): a rationale for home based programs; funding methods; operating costs; and how to get started (developing goal statements, selecting staff, selecting instructional materials, and implementing and evaluating the program). Appendixes include sample forms and lists of screening and evaluation instruments. (CL)

ED 206 222 HE 014 238

Edelstein, Ronald A.

A Model for Analyzing Precepting in the Clinical Setting.

Pub Date-Apr 81
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, Clinical Experience, *Clinical Teaching (Health Professions), Educational Research, Higher Education, *Medical Education, *Medical School Faculty, *Questioning Techniques, *Teacher Effectiveness, Teaching Hospitals, *Teaching Methods, Teaching Styles

Teaching strategies used by precepters at a hospital-based family medicine center were investigated with seven preceptors who had previous teaching experiences and were board certified (six in family medicine). A third-year senior resident presented and discussed two patient cases to the preceptors in separate one-to-one teaching sessions, and the preceptors were told to treat the case as they would for a first-year resident. The senior resident constructed fictitious history, physical, examination, and treatment information for an acute patient problem (unambiguous case) and a chronic patient problem (ambiguous case). Certain points of information judged critical to diagnosis and treatment were withheld but would be given to the preceptor upon request. Preceptor views of the objectives for the teaching conference were also elicited. Preceptors were found to differ on the questioning strategies used; on each case the individual preceptors varied on the number of lower and higher order questions asked. The preceptors required more time and asked more questions for the acute problem case. However, the preceptors who asked many or few questions kept the same relative pattern for both cases. There appeared to be a correlation between use of treatment questions and preceptor effectiveness. Preceptor effectiveness was also measured by rank ordering by a faculty member based on pre-identified criteria. Based on these rankings, it is suggested that organization and specificity of preceptor goals may be a variable related to effectiveness. In debriefing sessions, preceptors requested more information on their teaching performance and expressed interest in learning about alternative teaching styles. (SW)

ED 205 678 CE 029 305

Moped Education for Iowans.

Iowa State Dept. of Public Instruction, Des Moines.
Spons Agency-Governor's Highway Safety Office, Des Moines, Iowa.; National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date-81
Note-49p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Driver Education, *Motor Vehicles, Safety Education, Secondary Education, *Traffic Safety
Identifiers-Iowa, *Mopeds

Intended for present and future operators of mopeds, this curriculum guide is designed to aid in the instruction of safe moped operation and control. Its objective is for these operators to increase their understanding of the various knowledge, skills, and performance factors that affect their safety as well as the safety of other street and highway users. Introductory materials include an overview of course contents, legal considerations (specific to Iowa), need for a moped education course, and information on various aspects of program development and operation, such as financing, insurance, facilities, equipment, program guidelines, teacher qualifications, scheduling guidelines, program evaluation, and instructional objectives. The course is composed of these five units: (1) Operator and Moped Preparation, (2) Basic Control Skills, (3) Safe Riding Practices, (4) Complex Situations, and (5) Moped Care. Each unit has a stated purpose and contains a number of functions (instructional components), each of which has performance, knowledge, skill, and/or attitude objectives. Appendixes include listings of audiovisual and printed materials, list of moped concepts by unit and function, and brief description of some moped skill exercises. (YLB)

ED 205 841 CG 015 332

Watts, Barbara L.
Circadian Activity Rhythms, Time Urgency, and Achievement Concerns.
Pub Date-May 81
Note-22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, Aspiration, Behavior Patterns, Cultural Influences, *Goal Orientation, *Motivation, *Performance Factors, Personality Traits, Psychological Characteristics, *Sex Differences, *Time Perspective
Identifiers-*Circadian Activity Rhythms

Many physiological and psychological processes fluctuate throughout the day in fairly stable, rhythmic patterns. The relationship between individual differences in circadian activity rhythms and a sense of time urgency were explored as well as a number of achievement-related variables. Undergraduates (N 308), whose circadian activity rhythms were assessed via Horne and Ostberg's Morningness-Eveningness Questionnaire, completed measures of achievement motivation, task orientation, and time urgency. Results indicated that morning types'' completed the questionnaires more quickly than others, expressed negative attitudes toward wasting time, and scored higher on measures of achievement tendency, task leadership, ambition, and introversion. Significant sex differences appeared on many of the morningness-eveningness correlates, i.e., males were more achievement-oriented, placed more value on being a leader, and were more adverse to wasting time; however, men and women did not differ on Morningness or Eveningness. Evidence suggests that individual differences in circadian activity rhythms are more than a component of task orientation, and that being a morning type'' in an achievement-oriented culture facilitates the development of achievement and time concerns. (Author/NRB)

ED 205 950 CS 206 303

Freedman, Sarah Warshauer

Evaluation in the Writing Conference: An Interactive Process.

Pub Date-Mar 81
Note-32p.; Paper presented at the Austin Conference on Research in Writing (Austin, TX, March 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, College Freshmen, Higher Education, *Student Teacher Relationship, *Teacher Effectiveness, *Teaching Methods, Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Processes, *Writing Research
Identifiers-*Teacher Student Conferences

Because student-teacher conferences appear to be more effective than other methods of writing evaluation, a study was conducted to observe how students' writing changed over a semester and whether those changes were related to the conversations in student-teacher conferences. Two college freshman composition students one strong and one weak writer were observed during four conferences with their teacher. The topic of conversation was the basic unit of analysis. The number of times a topic was mentioned did not necessarily correspond to the proportion of the conference time devoted to the topic. The weak writer showed a preoccupation with mechanical errors, and the teacher worked to keep the focus off mechanics by trying to shorten the discussion of the issue each time the student brought it up. It was only by admitting the validity of the student's concern and suggesting a strategy for handling that concern that the teacher could finally focus on idea development. The stronger writer was concerned with generating ideas, while the teacher was concerned with organization. These two students had individual concerns while the teacher had similar but not identical concerns for each student. The teacher was able to converse with the stronger writer about shared concerns much earlier in the semester than with the weaker writer, indicating that shared concerns are at the base of effective teaching and learning. (HTH)

ED 205 993 CS 206 548

Hudson, Sally A. Veal, L. Ramon

An Empirical Investigation of Direct and Indirect Measures of Writing. Report of the 1980-81 Georgia Competency Based Education Writing Assessment Project.

Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date-Jun 81
Note-88p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comparative Analysis, Cost Effectiveness, Elementary Secondary Education, Evaluation Methods, *Holistic Evaluation, *Measurement Techniques, Minimum Competency Testing, State School District Relationship, *Test Reliability, Test Reviews, Test Validity, *Writing Evaluation, *Writing Skills

Twenty-four high schools in 18 Georgia school systems were selected to participate in a project to check the potential validity, reliability, usefulness, and costs of several direct and indirect measures of writing: holistic, analytic, primary trait, writing mechanics (error counts), and indirect measures (objective multiple choice items). Another goal was to assess certain variables with different numbers of students and in different situations. Variables included types of tasks, rater training and background, scoring procedures and time, rater reliability, types of feedback, and developmental scoring costs per pupil tested. Each participating school received two tests one writing sample that could be scored holistically, analytically, or by mechanics count, and either an objective test or a second writing sample to be scored for primary traits. The findings indicated that (1) holistic ratings were the main or most widely representative score, (2) objective tests could be scored cheaply, (3) holistic scoring was the most economical, and (4) analytic scoring was the most expensive. Based on the findings it was recommended that holistically rated samples be used as a measure of minimum competence and that a backup system be used in which some of the holistically rated papers are also rated analytically or with a carefully chosen objective measure. (HOD)

ED 206 016 CS 503 535

O'Brien, Rita Cruise And Others

Communication Indicators. I. Communication Indicators and Indicators of Socio-Economic Development. Communication and Society 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-20 Dec 79

Note-116p.; Several pages may not reproduce well.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Research, *Communications, *Cross Cultural Studies, Developed Nations, Developing Nations, *Economic Development, *Mass Media, Research Methodology, *Social Indicators, *Technological Advancement

This report summarizes a Unesco-sponsored study of indicators of international communication and socioeconomic development. Following a brief description of the background, purpose, and methodology of the study, the report discusses its findings in the following areas: (1) communication and social indicators; (2) communications and the growth of gross national product (GNP); (3) communications and development patterns for developed and developing nations; (4) other development indicators, such as population, literacy level, transportation, health, and employment; (5) changes occurring over a ten-year period in terms of communication, social, and economic growth; (6) time series data; (7) income distribution and economic dualism; and (8) investment and production in mass communications. Tables of data concerning communications indicators and basic indicators for 16 countries in five different GNP groups and a list of the 121 countries involved in the study are appended. (FL)

Mazer, Irene R.

A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students.

Tacoma Public Schools, Wash. Office of Research and Evaluation.

Pub Date-May 81

Note-13p.; Paper presented at the Annual Meeting of the Pacific Northwest Research and Evaluation Conference (9th, Seattle, WA, May, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Eligibility, *Evaluation Methods, *Gifted, *Scores, Scoring Formulas, *Talent Identification

The need to determine eligibility for a program for intellectually gifted students resulted in combining deviation scores on achievement, aptitude, ability and motivation measures into a matrix score. These matrix scores and the students' success in the program were determined for present participants. Students were classified as successful or unsuccessful by their teachers, and mean matrix scores for samples of each group were determined. A t-test indicated a statistically significant difference between those mean scores. The recommended matrix score for eligibility for new students was set at the mean of successful students' scores minus one standard deviation. That score may be adjusted for reasons of over- or undersubscription to the program. Ethnic and sex balance may also require adjustments. (Author)

ED 206 185 FL 012 489

Smith, Carol Tager-Flusberg, Helen

The Relationship between Language Comprehension and the Development of Metalinguistic Awareness.

Pub Date-12 Oct 80

Note-13p.; Paper presented at the Annual Boston University Conference on Language Development (5th, Boston, MA, October 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Language Acquisition, Language Research, *Metacognition, Psycholinguistics, Young Children

Identifiers-*Metalinguistics

Thirty-six three and four year olds were given six language-related judgment tasks to identify different features of their metalinguistic awareness. Half of the items in each task were correct, half incorrect. Children exhibited metalinguistic awareness by a criterion of 90% or better correct answers on a task. The easiest task was based on arbitrariness of words (83% of subjects reached criterion), the most difficult on rhymes and speech sounds (30% and 25% to criterion, respectively). Correlation of task scores with age and language development measures revealed that metalinguistic performance correlated very highly with sentence comprehension, vocabulary score, and age. The last correlation, however, was no longer significant when the language measures were partialled out. Since the two language measures were not correlated to each other with age partialled out, it seems that these two aspects of language development make distinct contributions in predicting metalinguistic development. When language measures were correlated with results of individual tasks, it was found that five of the six tasks were related to at least one of the measures (the exception was speech sounds). These results favor the view that emphasizes the interrelatedness between development in comprehension processing and metalinguistics rather than their autonomy. (JB)

ED 206 205 HE 010 429

Voluntary Support of Education 1976-77.

Council for Advancement and Support of Education, Washington, D.C.; Council for Financial Aid to Education, New York, N.Y.; National Association of Independent Schools, Boston, Mass.
Spons Agency-DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
Pub Date-May 78
Note-123p.; Not available in paper copy due to small print.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($9.00 prepaid).
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alumni, Educational Finance, Endowment Funds, Expenditures, Grants, Higher Education, Philanthropic Foundations, *Private Colleges, *Private Financial Support, Private School Aid, *School Business Relationship, School Funds, School Surveys, *Single Sex Colleges, *State Colleges, Trend Analysis, *Two Year Colleges, Upper Division Colleges
Identifiers-Corporate Support, *Donors

Information on philanthropic contributions to higher education institutions is presented, based on the Survey of Voluntary Support of Education, 1976-77. Voluntary support excludes income from endowment and other invested funds as well as all support received from federal, state, and local governments and their agencies. Information is provided by type of institution, source of funds, and purpose of funds; data on bequests, deferred giving, and endowment funds are included. Details of support by the 1,006 postsecondary institutions and the 368 private secondary and elementary schools are presented. Results indicated that in 1976-77 the voluntary support received by all higher education institutions increased on a broad front for the second year in a row and attained a new record high of $2.670 billion. The gain over 1975-76 amounted to 10.8 percent, and the increase over 1974-75 was 23.6 percent. As in 1975-76, all groups of donors increased their support in 1976-77, and the gains applied to all the categories of purpose for which support is given. Nearly three-fourths of the overall dollar increase reflects expanded levels of support by individuals and business corporations, and these gains, in turn, appear to have resulted from the continued strengthening of the economy. Although bequests rose slightly, most of the gain in support from individuals was in the form of outright and deferred gifts from living donors. Corporate giving recorded the largest increase (17.7 percent), and there was an important gain in support from nonalumni individuals (13.5 percent). College and university endowment funds rose to a new record high in both book value and market value. (SW)

ED 205 696 CE 029 635

Luft, Vernon D. Backlund, Paul

Introduction to Animal Science. Unit A-3.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.
Pub Date-Jun 81
Note-173p.; For related documents see CE 029 636-638 and ED 190 812-814.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agricultural Education, *Agricultural Skills, *Animal Husbandry, Behavioral Objectives, College Curriculum, Curriculum Guides, Higher Education, Horses, Instructional Materials, Introductory Courses, Learning Activities, *Livestock, Transparencies, Units of Study, Vocational Education
Identifiers-North Dakota

This document is a teacher's guide for a unit in the college animal science curriculum. It is intended to be used for 20 hours of instruction for freshmen as an introduction to animal science. It explores the livestock industry and builds a foundation for livestock selection. The unit's objectives are to help the student develop an understanding of the history, importance, and functions of the livestock industry, and the ability to identify animal parts, select livestock, and to identify breeds of livestock. The unit is divided into material for six jobs, as follows: (1) examining the history of the livestock industry; (2) recognizing the importance of the livestock industry; (3) understanding the functioning of the livestock industry; (4) identifying animal parts; (5) selecting livestock and giving reasons for the selection; and (6) identifying breeds of livestock. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, student learning activities, and transparency masters. A list of the names and addresses of breeding associations for beef, swine, sheep, dairy cattle, and horses is included as part of job six. (KC)

ED 205 820 CE 029 897

McGough, Robert L. Vincent, John

Ancillary and Related Services for the CETA Client.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-23p.; For related documents see CE 029 895-906.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services, *Counseling Services, Day Care, Educational Cooperation, *Health Services, Legal Aid, Models, Orientation, *Program Development, Transportation

Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph is designed to provide the reader with a basic understanding of the types of ancillary and related services provided by projects funded by the Comprehensive Employment and Training Act. Within this monograph, the writers discuss various types of ancillary and related services, planning for ancillary and related services, and descriptions of service models. Types of services discussed include counseling, orientation, educational services, transportation, physical health services, child care, and legal services. (CT)

ED 205 863 CG 015 354

King, Lynda A. And Others

A New Measure of Sex-Role Attitudes.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, Equal Education, Equal Opportunities (Jobs), Interpersonal Relationship, Marriage, Parent Role, Pretesting, *Role Perception, *Sex Fairness, *Sex Role, *Test Construction, *Test Validity
Identifiers-*Sex Role Egalitarianism Scale

In a review of instruments measuring gender-related constructs, a number of shortcomings were found in existing scales. A new scale to measure sex-role attitudes was developed and tested by first proposing the construct of sex-role egalitarianism and then initiating the process of construct validation by developing a reliable measure of the construct. Sex-role egalitarianism was defined as an attitude which causes a person to respond to another individual independently of that other individual's sex. Five domains in which the attitude would manifest itself were specified: marital roles, parental roles, employment roles, social-interpersonal-heterosexual roles, and educational roles. College students' responses were used to reduce the initial 520 items to two 95-item parallel scales. Data obtained from the administration of the resulting Sex Role Egalitarianism Scale to other college students (N 252), senior citizens (N 59), and police officers (N 56) indicated acceptable coefficients of stability, equivalence, and internal consistency. The pattern of mean scores demonstrated support for the construct's validity. Findings suggest that the scale has potential research value as a paper-and-pencil measure of sex-role egalitarianism. (NRB)

ED 205 907 CS 006 204

Wyatt, Flora Campbell, Connie

Ten Years of Follow Through What Have We Learned?

Pub Date-81

Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Compensatory Education, Disadvantaged, Educational Research, Federal Programs, Primary Education, *Program Evaluation

Identifiers-*Project Follow Through, Project Head Start

The Follow Through program epitomizes many of the successes and failures of federally funded compensatory education. The program, designed to follow through'' in grades kindergarten through three on the documented gains of disadvantaged children graduating from Head Start, emerged as a planned variation experiment that systematically compared pupils enrolled in a variety of programs based on innovative educational models. The purpose was to find the best methods for educating poor and minority students. An evaluation of the Follow Through program showed that it was not as successful as was hoped: the various dynamics operating within the individual classrooms and schools influenced children's achievement more than any one educational approach or set of materials. However, some of the Follow Through models and similar programs for low-income children have produced results in a number of individual sites across the country. The characteristics of these successful models include outstanding leadership on the part of administrators, the ability to identify failure of past experiences and recognize the need for changing the model, the careful use of research and evaluation of elements of the instructional model, systematic teacher inservice training, and strong community support and political advocacy. (HTH)

ED 205 971 CS 206 495

Carroll, Raymond L. Lichty, Lawrence W.
Network News-Interview Programs and the Television War''.
Spons Agency-Alabama Univ., University.
Pub Date-Aug 81
Grant-1020
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, *Content Analysis, *Interviews, Networks, *News Media, *Programing (Broadcast), *Public Opinion, *Television Research
Identifiers-News Interview Programs, *Vietnam War

A study was made of the news-interview programs from the three major television networks (ABC, CBS, and NBC) to determine which aspects of the Vietnam War were discussed on the programs and whether participants were supporters of or detractors from the policies of the presidential administration at the time. The content analysis of 481 editions of Issues and Answers'' (ABC), Face the Nation'' (CBS), and Meet the Press'' (NBC) assessed whether the program was favorable or unfavorable toward continuing the war, the number of supporters (hawks) and opponents (doves) of the war who had participated in the programs, and the general subject categories for news-interview programs. The analysis showed that during the early part of the Vietnam War, when the United States commitment to military action was being made, support for the administration was dominant in news-interview programs. The number of programs favorable to the war and the number of hawks'' on the programs reached peaks before the greatest level of military commitment. However, after about 1968 opponents appeared much more frequently, indicating that the networks followed public opinion in the scheduling of supporters and opponents of the war and of the administration's policies. (HTH)

ED 206 120 EC 133 506

Crnick, Keith And Others

Preschool Assessment Manual. Early Childhood Education.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.

Pub Date- 80

Note-27p.; Print is light in parts and may not reproduce well.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compliance (Legal), *Disabilities, *Interdisciplinary Approach, Preschool Education, *Preschool Tests, State Standards, Student Evaluation, *Teamwork

Identifiers-Washington

The manual is designed to help Washington state school districts and multidisciplinary assessment teams comply with state and federal rules and regulations regarding assessment of preschool handicapped children. The introductory section focuses on the developmental characteristics of the preschool child. Eligibility criteria in cognitive, receptive language, expressive language, gross motor, fine motor, sensory, social, and self help functioning are discussed. Also addressed are situations in which unnecessary referrals are made. General guidelines in testing preschoolers are followed by considerations in physical arrangements, ways to establish rapport, reinforcement, and management. An annotated bibliography of 28 tests concludes the document. (CL)

ED 206 165 FL 012 450

Genesee, Fred

Psycholinguistic Foundations of Language Assessment.

Pub Date-Jun 81
Note-21p.; Paper presented at the Language Assessment Institute, National College of Education (Evanston, IL, June 17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Applied Linguistics, *Communicative Competence (Languages), Elementary Secondary Education, Language Research, *Language Tests, Postsecondary Education, *Psycholinguistics, Second Language Learning, Sociolinguistics, *Testing

A review of literature on foreign language testing indicates that the earliest approaches to language assessment were generally uninformed by contemporaneous linguistic and psychological theories and were characterized by a lack of psychometric sophistication. This trend was followed by the development of test instruments that were heavily influenced by structural linguistics and behavioral psychology. Accordingly, such tests contained multiple-choice items pertaining to discrete linguistic structures and skills. This type of test prevailed for some time and is still widely used. The theoretical basis argued that they failed to reflect the integrative, communicative aspects of real language use. The early criticism of the sociolinguists was reinforced by that of theoretical linguists, psycholinguists, and educators who are adopting communicative approaches to the study of language within their respective domains. The field of communicative competence testing is relatively embryonic and faces formidable challenges to its development, the principal one being the lack of a widely accepted model of communicative competence. Notwithstanding theoretical and psychometric problems, the notion of communicative competence provides a necessary next step in the evolution of language assessment techniques. (Author/AMH)

ED 205 731 CE 029 716

Barrick, Kirby, Jr. Warmbrod, J. Robert

State-Level Administrative Structure and the Role of State Supervisors. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Report No.-SR-19
Pub Date-81
Note-29p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Administrator Responsibility, *Administrator Role, Administrators, *Agricultural Education, Educational Administration, *Governmental Structure, Research Needs, Secondary Education, State Departments of Education, *State School District Relationship, *State Supervisors, Supervisors, Teacher Attitudes, *Vocational Education

A study was conducted to determine the following: the characteristics of state-level administrative structure for vocational education within state departments of education; the current role and the expected role of state supervisors of vocational agriculture as perceived by high school teachers and state supervisors of vocational agriculture, and the relationship between state-level administrative structure for vocational education and current and expected roles of state supervisors of vocational agriculture. A two-phase study was conducted by sending questionnaires to (1) 50 head state supervisors of vocational agriculture and (2) a random sample of 504 high school teachers of vocational agriculture in 19 states (80 percent response), and all 196 state supervisors of vocational agriculture (92 percent response). Data collected resulted in the classification of state-level administrative structure of vocational agriculture into four categories depending on degree of authority of the state supervisors. State supervisors and teachers had similar perceptions of the current role of state supervisors of vocational agriculture; they were also similar in their perception of the expected degree of authority of state supervisors at the same level as current degree of authority. Recommendations were made for further research into the actual activities performed by state supervisors and the degree and nature of contact between state supervisors and local teachers of vocational agriculture. (KC)

Clayton, Kermeta
Middle/Jr. High Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Texas Univ., Austin. Dept. of Home Economics.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0538
Note-204p.; For related documents see CE 029 740-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, *Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, *Homemaking Skills, *Intermediate Grades, *Junior High Schools, Minority Groups, Nutrition, Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accesibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers middle/junior high consumer and homemaking education. (KC)

ED 205 765 CE 029 774

Model/School Store Management Guide.

North Dakota State Board for Vocational Education, Bismarck.
Pub Date- Aug 81
Note-309p.; Some pages will not reproduce well due to light print.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Advertising, Career Exploration, *Distributive Education, *Experiential Learning, Job Skills, Learning Activities, Management Games, *Marketing, Merchandising, Models, Money Management, Postsecondary Education, *Program Development, Program Implementation, Retailing, Secondary Education, *Simulation, Teaching Guides, Work Experience
Identifiers-*Model Stores, *School Stores

This teacher-coordinator manual assists in planning, organizing, directing, and evaluating student learning experiences associated with either a model store, school store, or combination. (A model store in a marketing laboratory simulates marketing functions; the school store markets merchandise to fellow students, faculty, and/or the public.) Eleven pages of introductory materials present general learning objectives and overview Cycle I Store Group Training. Cycle I emphasizes preparatory simulated learning experiences for all students and precedes individual department and/or individual job assignment and Cycles II (basic) and III (advanced) Departmental Training which emphasize school store application experiences. Training projects in Cycle I include orientation, departmental responsibilities, development of store organization chart, preparing job application form, preemployment job skills test, job interviewing, developing evaluation forms, and sales skills. Cycles II and III represent specific projects that are completed by the Management, Merchandising, Promotion, and Operations/Finance Departments. The self-contained projects/learning packages are organized according to a memo format. Memos identify subject of the activity/project, store assignment, and managers or employees involved. They include training references (summarized checklists, major learning principles, or store policies and procedures) to provide background information to complete the activity. (YLB)

ED 205 783 CE 029 799

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Clerical Clusters. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 81
Contract-R-33-10-C-0442-400; R-33-21-J-0542-400
Note-345p.; For related documents see note of CE 029 793.
Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).
Language-English; Spanish; Lao
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Accounting, Behavioral Objectives, Business English, *Clerical Occupations, Clerical Workers, Competency Based Education, Curriculum Guides, Mathematics, *Office Occupations Education, Student Evaluation, Technical Education, *Typewriting, Vocabulary, Vocational Education
Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on clerical occupations. This program is designed to run 36 weeks and cover 10 instructional areas: beginning typing, typing I, typing II, duplicating, receptionist activities, general office procedures, operation of electronic calculator, business meth, accounting, and business English. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the duplicating section, a student should be able to (1) prepare the master for fluid duplicator, (2) operate a fluid duplicator, (3) type a stencil, (4) duplicate copies on a stencil duplicator, (5) produce a master copy from the thermo-fax for the fluid duplicator, and (6) produce a master copy for the stencil machine. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning clerical occupations in English, Spanish, and Laotian. (CT)

ED 205 884 CG 015 376

Griffin, Betsy Q. And Others

Attributions of Achievement for Academic Achievement: A Field Study.

Pub Date-May 81

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Need, *Attribution Theory, College Students, *Failure, Higher Education, Performance Factors, *Sex Differences, Student Attitudes, *Student Evaluation of Teacher Performance, Student Interests, *Success, Teacher Influence

Research has found that, in many performance situations, attributions of success and failure may reflect numerous experiences occurring over time. To expand this research, achievement attributions in an extended ego-involving situation, i.e., performance in an academic course, were examined. In addition to the traditional causes of effort, ability, luck, and task difficulty, students (N 114) in math and psychology courses were asked for attributions concerning teacher's performance and interest in the course. Questionnaires about perceptions of and reasons for their performance in the course were presented to the students late in the semester. The highest attributions for performance were made to effort, teacher's performance, and interest. Successful students made higher attributions to teacher's performance, effort, ability, and interest. Correlational analyses indicated that for males, attributions to ability increased with perceived success; for females, attributions to interest and effort were correlated with perceived success. The results demonstrate that attributions for extended performance in an academic course are similar to those made in less ego-involving tasks. (Author/NRB)

ED 205 928 CS 006 228

Ngandu, Kathleen M.
The Reading of Older Americans Who View Learning as a Lifelong Activity.
Spons Agency-Hood Coll., Frederick, Md.
Pub Date- 80

Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Lifelong Learning, Motivation, *Older Adults, *Reading Attitudes, *Reading Habits, *Reading Interests, *Reading Research

A study examined the reading behavior of 101 older adults enrolled in a summer elderhostel'' program offered by a small eastern college. Each subject responded to a questionnaire concerning reading habits, interests, attitudes, and motivations. Results showed that the older adults had a wide range of reading interests, including mysteries, biographies, and histories. Newspapers were the most popular reading materials, followed by magazines and books. The older adults were also found to be frequent users of libraries, with 74% citing libraries as their main source of reading materials. Reading activities occupied 2.5 hours of an average day for the subjects, while their television viewing time averaged 2.4 hours. The subjects' greatest motivations for reading were enjoyment and gathering information. Poor eyesight was not found to be a significant factor for those who did not read often. (FL)

ED 206 038 CS 503 584

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1981. Status Report 66.

Haskins Labs., New Haven, Conn.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-81

Contract-NICHHD-N01-HD-1-2420

Grant-NICHHD-HD-01994; NIH-RR-05596; NSF-MCS79-16177

Note-297p.

Pub Type- Collected Works - General (020) - Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Acoustic Phonetics, *Articulation (Speech), Auditory Perception, Beginning Reading, *Communication Research, Comparative Analysis, Memory, Nouns, *Oral Language, Orthographic Symbols, Second Languages, *Speech Skills, Word Recognition, Writing (Composition)

Research reports on the nature of speech, instrumentation for the investigation of speech, and practical applications of speech research are included in this status report for the April 1-June 30, 1981, period. The 14 reports deal with the following topics: (1) electromyography as a technique for laryngeal investigation, (2) the phonatory mechanism, (3) phonetic perception of sinusoidal signals, (4) memory for item order and phonetic recoding in the beginning reader, (5) perceptual equivalence of two kinds of ambiguous speech stimuli, (6) perceptual targets and production rules, (7) orthographic variations and visual information processing, (8) visual word recognition in Serbo-Croatian, (9) word recognition with mixed-alphabet forms, (10) intralanguage versus interlanguage Stroop effects in two types of writing systems, (11) categorical perception of English r'' and l'' sounds by Japanese bilinguals, (12) the influence of vocalic context on perception of the s''/''z'' distinction and two ways of avoiding it, (13) grammatical priming of inflected nouns, and (14) an evaluation of the Basic Orthographic Syllabic Structure'' in a phonologically shallow orthography. (FL)

ED 206 058 EA 013 780

Bridge, R. Gary Blackman, Julie

A Study of Alternatives in American Education, Vol. IV: Family Choice in Schooling.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-Rand-R-2170/4-NIE
Pub Date-Apr 78
Contract-B2C-5326
Note-203p.; Some tables may reproduce poorly due to marginal legibility of original document. For related documents, see EA 013 781, ED 166 825, and ED 163 591.
Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($7.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alienation, Educational Innovation, *Educational Vouchers, Elementary Secondary Education, *Free Choice Transfer Programs, Information Sources, Information Utilization, *Nontraditional Education, Open Enrollment, *Parent Attitudes, Public Schools, Questionnaires, Tables (Data)
Identifiers-Alum Rock Union School District CA, Mamaroneck Union Free School District NY, Minneapolis Public Schools MN, Satisfaction, *School Choice

Originating in the Rand Corporation's evaluation of the voucher demonstration project in the Alum Rock Union School District (California), this study of family choice in schooling focuses on these questions: Are parents motivated and competent to make intelligent choices among competing educational alternatives? What kinds of schools do parents pick when they have free choices? What factors influence their choices? Is segregation by race, sex, or social class exacerbated by allowing parents free choice? Most of the data for the study came from the Alum Rock project, with additional information from the Minneapolis Southeast Alternatives program and the Mamaroneck (New York) school district. The report describes the three family choice systems in these districts and presents findings on parents' information levels, choice processes, and satisfaction, obtained through questionnaire responses. Findings and implications are discussed in detail and supported by tables. Appended are a model of parents' choice behavior, a sample questionnaire, and ethnographic data for Alum Rock students. (WD)

ED 206 078 EA 013 815

Evans, Maureen L. McKeough, William J.

A Pro-Active Model for Curriculum Change.

Pub Date-Mar 81

Note-12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, Citizen Participation, *Curriculum Development, *Educational Change, Elementary Secondary Education, Models, *Needs Assessment, Parent Participation, Student Participation, Teacher Participation

Identifiers-*Delphi Technique

One characteristic of the American educational system has been its tendency to change as a result of reacting to its critics rather than through a systematic analysis of its effectiveness. In an attempt to change this pattern, the model presented here borrows from research findings from divergent fields to create a method of curriculum change that allows for systematic analysis of needed changes by those involved. Based on diffusion models proposed earlier by Rogers and by Hetzel and Barnard, a paradigm is developed that provides for a continuous, systematic approach to curriculum revision at the school-district level. The model employs a modified Delphi technique as part of the process. When the Delphi technique is used, the experts'' consulted by questionnaire about future curriculum needs represent all constituencies concerned, including teachers, parents, administrators, taxpayers, and students. The model is described as proactive'' because it suggests a change process through continuous self-analysis rather than through a reaction to critics or pressure groups outside the system. (Author/JM)

ED 206 098 EA 013 876

Oregon School Bond Manual. Fifth Edition.

Oregon State Dept. of Education, Salem.

Pub Date-80
Note-27p.; For a related document, see ED 153 341.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Board of Education Role, *Bond Issues, Educational Finance, Elementary Secondary Education, Legal Responsibility, School Districts, *School Law, *State Legislation
Identifiers-*Oregon

To help school districts comply with Oregon's school bond laws, this manual provides guidelines for school district attorneys and personnel in the issuance and sale of school bonds. The document describes the proper time sequence of the bonding procedure, including elections, school board authorizations, necessary certificates, bond registration and sales, and handling of receipts. Examples of model forms, notices, resolutions, and bond coupons are presented, as are copies of applicable statutes and citations of relevant opinions from the state's attorney generals and the state supreme court. (Author/RW)

ED 206 223 HE 014 241

Harris, Richard J.

The Use of Student Journals in Teaching Psychology.

Pub Date-81
Note-15p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, CO, May 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Diaries, Educational Research, Higher Education, Individual Development, Introductory Courses, Learning Experience, *Psychology, Self Concept, State Universities, *Student Experience, *Student Teacher Relationship, *Teaching Methods
Identifiers-*Kansas State University, *Student Journals

The use of student journals in teaching introductory psychology was investigated at Kansas State University. Students in both a small honors class and a large general psychology lecture were asked to keep a journal with at least one entry weekly. While they were encouraged to relate course material to their own lives, nothing was restricted. The instructor commented in the journals but did not grade them; the student was given credit for turning in the journal. Some principles for teacher response to the journals are as follows: respond prolifically, affirm the student, reassure the student that he/she is normal, and use questions rather than imperatives. The content and tone of the journals varied widely but several classes of entries were identified: an account or log of activities in the life of the students; direct relation of class material to own experience; reflections on self; and in many cases the teacher-reader became a significant person for the student in the sense of someone to react to his or her thoughts. Among the problems in using the journals are the great amount of time required to read the journals, the student who cannot or will not think of very much to say, and the student who says too much (is seriously troubled and needs counseling or other professional help). Advantages of this approach include: the practice in writing can help sharpen a student's composing and editing skills; course concepts may be better understood; students may better understand themselves; and the teacher-student relationship may be improved. The use of journals in four other types of psychology classes (psycholinguistics, psychology of mass communication, information processing, and problem-solving and decision-making) is briefly noted. (SW)

ED 205 679 CE 029 329

Hattwick, Richard E. And Others

The 1980 V-TECS Marketing Study.

Vocational Technical Education Consortium of States, Atlanta, Ga.

Pub Date-81

Note-154p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Competency Based Education, Consortia, Cooperative Planning, Curriculum Development, Educational Finance, Educational Needs, *Financial Policy, Financial Support, Job Analysis, *Marketing, Occupational Surveys, Postsecondary Education, Problem Solving, *Program Development, Reference Materials, Secondary Education, *Vocational Education

Identifiers-*Vocational Technical Education Consortium States

The Vocational-Technical Education Consortium of States (V-TECS) conducted a marketing study that considered the implications of six options for the organization's future. The first option is continuation of the status quo, which is dangerous because existing members may leave the consortium. The second option is the status quo combined with an effort to sell occupational analysis catalogs at a high price. This is found to be feasible if catalog prices for nonmembers are raised above the implicit price paid by members. Prices would have to be set so that nonmembers would pay $80,000 or more in order to get all of the catalogs. Catalog sales at the high price would not generate a large amount of revenue, compared with other options. The third option is to sell the catalogs at a low price; this strategy might generate a substantial revenue, and prices to members could be reduced. The fourth option is to expand membership by creating multiple membership categories, thus facilitating catalog sales in nonmember states and increasing the visibility of V-TECS. The fifth option is to add new products or services, such as curriculum and testing materials. Although this option could produce substantial revenue, V-TECS's performance in producing quality catalogs could suffer. The sixth option is to sell catalogs from the current inventory and use the proceeds to create an endowment. The income so generated would be far less than that needed to run the consortium. In choosing an option, the V-TECS must formulate a marketing plan (identify the consortium's purpose, objectives, and goals), and then develop a strategy and a marketing program. (KC)

ED 205 714 CE 029 682

Industrial Arts Safety Guide. Thai. Bilingual Education Resource Series.
Seattle School District 1, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-130p.; Not available in paper copy due to small, light print. For related documents see CE 029 677-681.
Language-English; Thai
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accident Prevention, Accidents, Auto Mechanics, *Bilingual Education, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, *Safety, Safety Education, School Accidents, School Safety, Secondary Education, *Vocational Education, Welding, Woodworking
Identifiers-*Bilingual Materials, Combustion, Soldering

Designed for use in bilingual education programs, this industrial arts safety guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Thai. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Safety procedures relating to automotive and power mechanics; compressed gas; drafting room; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries are covered. Specific machines examined in the section on safety procedures for machines include buffers, drill presses, forges, sanders, saws, metal shapers, shears, sheet metal machines, and welders. (Corresponding bilingual guides containing materials in Chinese, Korean, Cambodian, Japanese, and Ilokano are available separately through ERIC see note.) (MN)

ED 205 802 CE 029 850

Meeting Environmental Workforce Needs. Determining Education and Training Requirements. Proceedings of the National Conference on Meeting Environmental Workforce Needs (Washington, D.C., February 1981).

Information Dynamics, Inc., Silver Spring, Md.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Note-378p.; For a related document see ED 197 948. Best copy available.
Available from-Information Dynamics, Inc., 111 Claybrook Dr., Silver Spring, MD 20902 ($20.00; 30% discount on quantity orders).
Pub Type- Books (010) - Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Counseling, Conservation (Environment), Cooperative Education, Counselor Role, Demand Occupations, Ecology, *Educational Needs, Educational Planning, Educational Trends, Employment Opportunities, *Employment Projections, *Environment, *Environmental Education, *Futures (of Society), Labor Force Development, *Labor Needs, Minority Groups, Policy Formation, Pollution, Postsecondary Education, Resources, Secondary Education
Identifiers-*Environmental Occupations

Will the nation have the trained workforce required to deal with environmental problems in the 1980s and beyond? With the growing public concern about hazardous wastes, impure drinking water, polluted air, use and care of natural resources, and new legislation and funding targeted at these concerns, the need for examining workforce requirements and education and training capabilities becomes imperative, and was the subject of the conference reported in this book. The program focused on the following topics: (1) assessments of future job opportunities in occupations related to the environment; (2) available programs and curricula for occupational training in areas where growth in environmental opportunities is projected; (3) ability of the nation's schools, colleges, and other training facilities to meet anticipated needs; (4) guidance and counseling efforts needed to help students and workers assess their aptitudes and select appropriate training; (5) assessment of environmentally related jobs for minorities; (6) efforts to improve linkage between educators and industry, government, and labor to assure best use of education and training resources; (7) workforce planning for state environmental agencies; and (8) use of cooperative programs to meet state and local workforce shortages. Conference participants included nationally recognized planners, administrators, and policy makers in schools, colleges, industry, labor organizations, professional associations, citizen groups, and government agencies. Their 39 papers and perspectives comprise the chapters of this book. (KC)

Combs, Paul W. McGough, Robert L.
Effective Evaluation for CETA Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-32p.; For related documents see CE 029 895-906.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions, Educational Cooperation, *Evaluation Methods, *Models, Program Effectiveness, *Program Evaluation, Reports
Identifiers-*Comprehensive Employment and Training Act, *Context Input Process Products Evaluation Model, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. The purpose of this monograph is to clear up some of the misconceptions about evaluation, redefine the concept, and suggest a means by which effective evaluation of CETA programs can be carried out. Evaluation models discussed include judgmental, goal-attainment, and decision-management. This paper takes the position that a decision-management approach can provide effective evaluation for CETA programs. A particular decision-management approach is examined: the CIPP model (Context, Input, Process, and Product). A suggested format for the final evaluation report is provided. (CT)

ED 205 842 CG 015 333

Barclay, Lizabeth A. And Others

The Impact of Gender, Perceived Female Isolation and Beliefs in Traditional Roles for Women on Job Satisfaction.

Pub Date-30 Apr 81
Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beliefs, *Employed Women, Employee Attitudes, *Equal Opportunities (Jobs), Feminism, *Job Satisfaction, Nontraditional Occupations, *Role Perception, *Sex Differences, *Sex Discrimination, Sex Role, Work Attitudes

Past research has detailed conflicting results in investigations of sex differences and job satisfaction. To explain sex differences and job satisfaction within the framework of subtle treatment discrimination (a situation variable) and beliefs about roles for women (a person variable), 1578 employees of a large corporation completed demographic questionnaires and scales measuring job satisfaction, beliefs about roles for women, and perceptions of female isolation from power acquisition situations. Results indicated that the most satisfied group was the traditionally-oriented females who did not perceive isolation, while the least satisfied group was the nontraditionally-oriented females who did perceive isolation. The findings indicate that sex differences in job satisfaction exist; however, orientation (a person-centered variable) does not seem to have as much impact on satisfaction as gender and isolation. (NRB)

ED 205 951 CS 206 343

Hassler, Donni M.

A Successful Transplant of Wait-Time and Questioning Strategies to Children's Oral Language Behaviors.

Pub Date- 79
Note-30p.; Research prepared at American University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Communication, *Communication Research, *Interaction, Intermediate Grades, Language Arts, Oral Language, Problem Solving, *Questioning Techniques, *Student Behavior, *Student Teacher Relationship, Teacher Education, Teacher Role
Identifiers-*Wait Time

Initially, many children use language with enthusiasm and apparent ease, but this lively use of language is sharply curtailed shortly after they begin school. This can be attributed to teachers' monopolizing continued discourse. A study explored the idea that increased student oral participation by more students at a higher level of thinking would result during problem solving discussions of children's literature if language arts teachers were trained in wait-time theory (analysis of pauses occurring between teacher and student interaction), in higher level questioning strategies, or both. Data were gathered from third, fourth, and fifth grade students and teachers in 20 elementary classrooms. Results showed those teachers trained in wait-time techniques had longer student responses, asked more higher level questions, but asked fewer total questions. A somewhat complementary pattern was observed for higher level questioning training. Those who were trained experienced greater numbers of alternative student explanations and more higher level student responses. Neither, however, increased the total number of teacher questions. Results support the contention that questioning research needs to address itself to both the effects of a variety of questions and the other variables that comprise the learning situation. (HOD)

ED 205 994 CS 206 549

Larson, Nancy And Others

The Newspaper in the Primary Classroom: An Interdisciplinary Teaching Guide of Suggested Newspaper Classroom Activities (K-4).

Minneapolis Public Schools, Minn. Curriculum Div.; Minneapolis Star and Tribune Co., Minn.

Pub Date-Sep 76

Note-74p.; For related document see CS 206 550.

Available from-Minneapolis Tribune, 425 Portland Ave., Minneapolis, MN 55488 ($4.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, Elementary Education, Journalism Education, *Language Arts, *Learning Activities, Listening Skills, *Newspapers, Reading Skills, Skill Development, *Student Publications, Teaching Guides, Writing Skills

Intended for use with kindergarten through grade four students, this guide provides a number of ways for using newspapers in the classroom. The guide is designed to help teachers and students with ways of starting newspaper activities; with reading, writing, speaking, listening, and thinking opportunities; and with possibilities for making newspaper reading an enjoyable experience. The guide provides suggestions for setting up a newspaper learning center in the classroom and introducing the newspaper to the nonreader or beginning reader. It also provides approximately 50 activities that use the newspaper to teach a variety of skills and concepts, including (1) identifying type sizes and typefaces; (2) reinforcing word and letter recognition skills; (3) developing classification skills; (4) stimulating creative thinking and writing; (5) developing vocabulary; (6) building sequencing skills; (7) developing skimming skills; (8) collecting data and graphing; (9) locating main ideas and the who, what, when, where, why, and how of a story; and (10) developing role playing skills. An index of skills and concepts covered in the activities and a list of newspaper terms are appended. (FL)

ED 206 017 CS 503 536

Galli, Anton Vogler, Kurt

Communication Indicators. II. 100 Years of Mass Communication in Germany. Communication and Society 4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Dec 79

Note-36p.; Best copy available.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication (Thought Transfer), *Communication Research, Communications, Correlation, *Developed Nations, *Economic Development, *Mass Media, *Social Influences, *Technological Advancement

Identifiers-*Germany

This report summarizes the findings of a Unesco-sponsored study designed to identify quantitative relationships between mass communication and economic growth in the Federal Republic of Germany. The first and second sections of the report outline the most important economic and social lines of development in Germany from the end of the nineteenth century to the present. The third section presents the major findings of the study concerning (1) the mass media in general; (2) newspaper, magazine, and book production; (3) the development of communications technology; (4) distribution factors; (5) transportation of printed products in the country; (6) the development of private consumption of printed materials and of advertising; (7) foreign trade with printed products; and (8) economic indicators for the press and their importance for the German economy as a whole. The final section of the report offers a brief discussion of the implications of the study's findings and presents proposals for follow up studies. (FL)

ED 206 144 EC 133 598

Hildenbrand, Suzanne

Democracy's Aristocrat: The Gifted Child in America, 1910-1960.

Pub Date-Apr 81

Note-52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academically Gifted, *Educational Trends, Elementary Secondary Education, *Gifted, Grouping (Instructional Purposes), Heredity, History, Intelligence, Intelligence Quotient, Intelligence Tests, *Social Influences, Special Classes, Talent, *Theories

The author traces the gifted education movement in the United States from the beginnings in the early 1900s of the intelligence testing movement. Societal conceptions about the ignorance of the masses fed the movement. The emergence of gifted child theory is traced to Lewis Terman and Leta Hollingworth. Terman's association of mental ability with national issues such as selective immigration is noted, as is the conception that the new elite of gifted individuals was compatible with a modern industrial democracy. Trends in grouping gifted children and in identifying them are reviewed. The Major Works Program in Cleveland, Ohio, is considered, as are programs designed in opposition to grouping. Effects of the Second World War and the Depression denegated the role of IQ in human affairs and minimized the hereditary origins of intelligence. The Cold War's effect on science instruction for gifted students is detailed, illustrated by establishment of the Bronx High School of Science. The manpower model, which linked the development of a gifted aristocracy with national goals, was seen by many as undemocratic. (CL)

ED 206 186 FL 012 490

Grace, Janet Suci, George J.

The Role of Attentional Priority of the Agent in the Acquisition of Word Reference.

Pub Date-2 Apr 81

Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention Span, Case (Grammar), *Child Language, Concept Formation, Context Clues, *Discrimination Learning, Eye Fixations, Films, Infants, *Language Acquisition, Language Processing, Nonverbal Learning, Parent Participation, Participation, *Perceptual Development, Perceptual Motor Learning, *Semantics, Verbal Development, *Vocabulary Development

A study is undertaken to determine whether the nonlinguistic priority of the agent of an action facilitates the comprehension of word reference. The subjects were twelve male and twelve female infants at the one word stage of language production. The children were presented with three nonsense names (presented as part of a narration of a filmed action event) to learn in habituation series. Each nonsense name was associated with a puppet. Findings indicate that action role has implications for learning to name objects. In general, the infants did dishabituate to all mismatches in all conditions and transferred their knowledge of the word-referent relationship from the film presentations to the actual objects involved. The perceptual strategy of giving priority to the agent is important in the acquisition of a word. Semantic concepts which are easier for the child to grasp may provide natural focal points for language acquisition. The data also suggest that participation in an action event increases a child's attention to a new word more than nonparticipation in an event. Specific attention directing strategies, such as giving attentional priority to the agent of the action, are critical aids to the acquisition of word-referent relationships. (Author/JK)

ED 205 697 CE 029 636

Luft, Vernon D. Backlund, Paul

Cold Metalworking and Soldering. Unit A-4.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Pub Date-Jul 81

Note-76p.; For related documents see CE 029 635-638 and ED 190 812-814.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, College Curriculum, Curriculum Guides, *Hand Tools, Higher Education, Instructional Materials, Introductory Courses, Learning Activities, *Metals, *Metal Working, *Technical Education, Transparencies, Units of Study, Vocational Education

Identifiers-North Dakota, *Soldering

This document is a teacher's guide for a unit in the college metalworking curriculum. It is intended to be used for four weeks of instruction for freshmen as an introductory course in metalworking. The unit is designed to give the student basic knowledge, fundamentals, and skills in metalworking. The unit's objectives are to develop in students the abilities to identify various types of metals and their uses, to interpret plans used in cold metalworking, to identify and use metalworking tools, and the ability to solder. The unit is divided into material for four jobs, as follows: (1) identifying types of metal; (2) interpreting plans; (3) identifying and using metalworking hand tools; and (4) soldering. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, student learning activities, worksheets, and transparency masters. (KC)

ED 205 864 CG 015 355

McCarthy, Patricia R. Schmeck, Ronald R.

Effects of Teacher Self-Disclosure on Student Learning and Perceptions of Teacher.

Pub Date-May 81

Note-15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Cognitive Style, College Students, *Disclosure, Higher Education, Identification (Psychology), *Learning Theories, *Memory, Recall (Psychology), Retention (Psychology), *Sex Differences, *Teacher Behavior

Identifiers-*Self Reference (Psychology)

Researchers in the area of human learning and memory have stressed the need for systematic studies of the factors involved in information processing and their effects on the retention and recall of the information processed. One such important factor may be self-reference. A lecturer may stimulate self-reference in students through self-disclosure. The effects of teacher self-disclosure on male (N 32) and female (N 32) college students' recall of lecture material and their perceptions of the teacher were examined. Subjects listened to one of two recordings of a lecture on learned helplessness by a male professor. Half of the subjects heard a tape containing teacher self-disclosure statements. The other half heard a tape containing impersonal hypothetical examples. Subjects then completed a free recall measure of the lecture and rated the teacher's expertness, attractiveness, and trustworthiness. Self-disclosure lowered the females' free recall and raised the free recall of the males, but did not affect teacher ratings. Teacher self-disclosure self-reference, and self-reference improved memory. Findings suggest that male students may have been better able than females to identify with the self-disclosures of the male teacher. (Author/NRB)

ED 205 908 CS 006 206

Ryan, Ellen Bouchard And Others

Schema Utilization by Skilled and Less Skilled Sixth Grade Readers.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 81
Grant-NIE-G-79-9134; NSF-BNS-76-09559
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discourse Analysis, Grade 6, Intermediate Grades, *Reading Comprehension, *Reading Research, *Reading Skills, Research Methodology, *Retention (Psychology)
Identifiers-*Schema Theory

Twenty-four sixth grade students participated in a study that adapted earlier reading research to determine whether students would demonstrate sensitivity to the presence or absence of a relevant schema in a passage and whether skilled readers would show more use of the schema than would less skilled readers. Six skilled and six less skilled readers read a passage in which information was presented in a schematically appropriate sequence, while the remaining six skilled and six less skilled students read a passage in which the same information was presented in a schematically inappropriate sequence. Findings indicated that (1) the subjects benefited from schematically relevant textual information, (2) no differential gain was exhibited as a function of reading ability, and (3) schematically relevant information was better encoded and better retrieved than schematically irrelevant information. (FL)

ED 205 929 CS 006 230

Prasad, Sandra

Black English Annotations for Elementary Reading Programs.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-SWRL-TR-71

Pub Date-31 Mar 81

Contract-NE-0-00-3-0064

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basal Reading, *Black Dialects, *Instructional Materials, Language Variation, Primary Education, *Reading Instruction, Reading Materials, Teaching Guides

This report describes a program that uses annotations in the teacher's editions of existing reading programs to indicate the characteristics of black English that may interfere with the reading process of black children. The first part of the report provides a rationale for the annotation approach, explaining that the discrepancy between written words and the way a black child reads them does not necessarily mean that the child does not understand what he or she reads. The second part describes the annotation approach and outlines many of the consistent characteristics of black spoken English to which the annotations can alert the reading teacher. The third section explains the procedures and criteria used in annotating the teacher's editions of the Ginn 720 and the Houghton-Mifflin reading programs. (HTH)

ED 205 972 CS 206 498

Cohen, Jeremy

Chandler v. Florida'': Unfinished Script for Cameras in the Courtroom.

Pub Date-Aug 81

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Court Litigation, *Freedom of Speech, *Journalism, *News Media, *Photographic Equipment, Photography, *Television

Identifiers-*Chandler v Florida

The United States Supreme Court's decision in Chandler v. Florida'' allowing cameras in the courtroom has been hailed by some as a victory for the broadcast media and interpreted by others as an open invitation to televise criminal trials. A careful reading of the case, however, leads to another conclusion that the Court has left the door open to further challenges to states that allow broadcast and photographic coverage of trials. The Chandler decision is narrow and is based on two levels. On the first level, the Court ruled that unless the presence of cameras violated the United States Constitution by abridging the right to a fair trial, it was up to each state to determine if they would be allowed in courtrooms. In this sense, the decision reinforced the precedent that the procedural operations of state courts fall within the jurisdiction of the individual states and not the federal government. On the second level, the Court determined that given the evidence presented, there was insufficient proof that the presence of cameras automatically precluded a fair trial. It did not, however, reveal what it would consider sufficient proof that cameras in the courtroom were prejudicial, nor did it provide guidelines for lower courts to follow to insure that cameras would not prejudice trials. Finally, the decision involved no claims of a First or Sixth Amendment right to access to the courts for the purpose of televising, photographing, or broadcasting trials. (Author/FL)

ED 206 099 EA 013 878

Competence Requirements: OAR 581-22-316. Standards Guidelines.
Oregon State Dept. of Education, Salem.
Pub Date-Jul 80
Note-14p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Graduation Requirements, *Minimum Competency Testing, School Policy, Secondary Education, State Departments of Education, State Legislation, State Standards
Identifiers-Oregon, *Oregon State Department of Education

Oregon state law requiring the establishment of competence requirements for high school graduation are described and clarified in this document issued by the Oregon Department of Education. A competence guidelist provides behavioral objectives associated with each of six broad competence areas, including reading, writing, mathematics, speaking, listening, and reasoning. Suggestions for measuring and verifying student competence in these areas are provided. The guidelines include sample policies, procedures, and forms to assist schools in establishing their own standards and procedures. (JEH)

ED 206 121 EC 133 507

Guidelines for Preschool Programs for Handicapped Children in the State of Washington. Early Childhood Education.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services.

Pub Date- 80

Note-25p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Resources, *Disabilities, Facilities, Guidelines, Handicap Identification, Health, Parent Participation, *Preschool Education, Program Administration, *Program Development, Staff Development, State Standards

Identifiers-*Washington

The manual was designed to help local education agencies in the state of Washington plan education programs for young handicapped children. Addressed in terms of goal, rationale, critical subcomponents, and evaluation procedures are eight components: administration, child find, educational programs, parent/family involvement, community coordination, staff development, school building and classroom facilities, and health considerations. Each component has an accompanying evaluation checklist. (CL)

ED 206 166 FL 012 451

Stansfield, Charles

Colorado Diagnostic Test of English as a Second Language.

Pub Date-30 Jul 76

Note-68p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communicative Competence (Languages), *Diagnostic Tests, Elementary Secondary Education, *English (Second Language), *Evaluation, Individualized Instruction, Listening Comprehension, Morphology (Languages), Needs Assessment, Phonemes, Phonology, Pronunciation, Reading Skills, Scoring, *Speech Skills, Syntax, Testing

The testing of non-English dominant children cannot be achieved through written examinations that demand reading proficiency and that fail to ascertain the strengths or weaknesses of individual performance. Nor can an oral proficiency test, involving a lengthy tension-inducing interview and relatively inconclusive scoring, provide the information necessary for developing instructional programs. The Colorado Test measures student knowledge of the English language. In employing the test, the teacher presents the student with a question and follows it with a self-initiated structured response. As a speaking test, the test is a reliable and valid measure of language skills. However, as with all tests, success depends on the skills of the administrator to administer the test and on the evaluator to accurately read and judge the results. The test consists of a morphology and syntax section accompanied by pictures and a phonology section in which the student is to repeat a series of minimal pairs. Directions for test administration and scoring and for the interpretation of responses are included. Test results aid in the assessment of areas for teaching concentration. Linguistic aspects of English are presented for teachers with no prior training in English linguistics. (JK)

Greenleaf, Robert K.
Servant: Retrospect and Prospect.
Pub Date-80
Note-40p.
Available from-Windy Row Press, 43 Grove Street, Peterborough, NH 03458 (Single copies not available: 10 copies for $15; 25 copies for $30; 100 copies for $100 all postpaid).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business Responsibility, Church Related Colleges, Church Role, *Citizenship Responsibility, *College Role, College Students, Higher Education, *Institutional Role, *Leadership Responsibility, Philanthropic Foundations, *Social Responsibility, *Student Leadership, Student Teacher Relationship

Perspectives concerning the need for a more caring, serving society and for raising the serving capacity of institutions in society are considered. It is suggested that in the university there should be a more determined effort to develop the servant leadership potential that exists among students. Although students with athletic potential find elaborate coaching resources available, nothing explicit is done in the crucial undergraduate years to develop leadership potential. This situation might be addressed by the rare professor who independently takes an interest in this aspect of student growth. Additionally, a college president could personally offer to lead a noncredit seminar for elected student leaders. The agenda of the seminar might be discussions with invited resource people and sharing between the president and the student leaders on matters of mutual concern in their current leadership roles. Young people can be helped to accept the world and to believe that they can learn to live productively in it as it is, to make a small part of the world a little better. The potential role of seminaries and foundations in encouraging servant leaders and bringing together communities of seekers is noted. Important to receiving, communicating, and responding to liberating visions are immersion in the experiences the world offers, acceptance of people involved in these experiences and learning what motivates them, and being open to receive and act upon what inspiration offers. (SW)

ED 205 732 CE 029 719

Shimoff, Eliot H. Matthews, Byron A.

Instructional Influence on Human Performance: Insensitivity to Contingencies. Interim Report September 1, 1979 through August 31, 1980.

Maryland Univ., Baltimore. Dept. of Psychology.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.-ARI-TR-482

Pub Date-Aug 80

Contract-MDA-903-79-C-0544

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), *Behavior Modification, Behavior Patterns, Cognitive Style, Conditioning, *Contingency Management, *Feedback, Generalization, *Instruction, Learning, *Learning Processes, Learning Theories, Motor Reactions, Performance Factors, Psychomotor Skills, Reinforcement, Responses, *Skill Development, Task Analysis, Teaching Methods, Transfer of Training, Verbal Operant Conditioning, Verbal Stimuli

Five experiments were conducted to determine whether properties inherent in some training procedures may subtly influence the adaptability of skilled performance of complex tasks. The first two experiments assessed the insensitivity of low-rate performances. Examined in the third experiment was the issue of whether instructions that focus attention on the contingencies can engender responding under the control of the contingencies. The fourth experiment involved developing a more efficient procedure for assessing the sensitivity of responding to natural contingencies, while the fifth experiment addressed the effects of verbal guesses about the contingencies on motor behavior under the control of the contingencies. Results indicated that instructionally induced insensitivity is a basic behavioral phenomenon, rather than a by-product of behavior that does not make contact with contingencies. If instructed insensitive behavior makes contact with contingencies, it appears likely that sensitivity to those contingencies will eventually develop. If training procedures explicitly call attention to natural consequences, instructionally induced insensitivity may be avoided. Thus, partial training where trainees are allowed to develop personal styles based on contingency contact would be beneficial. The fifth experiment reinforced the distinction between verbalization and motor performance and pointed to the need for further research on their potential interaction. (MN)

ED 205 766 CE 029 775

Dyrenfurth, Michael J. Dunlap, William S.

Local Administrators Planning Handbook. Final Report.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-30 Jun 81

Note-38p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Administrator Characteristics, *Administrator Guides, Educational Needs, *Educational Planning, Guidelines, Literature Reviews, *Material Development, *Needs Assessment, Program Implementation, Questionnaires, *School Districts, State Surveys, Statewide Planning, *Vocational Education, Workshops

Identifiers-Missouri

As part of a project to develop a planning guide to assist local vocational education administrators in improving their planning efforts, a needs assessment questionnaire was developed to identify the degree of need for assistance in planning activities. Two hundred sixty-four Missouri local vocational administrators completed the pilot-tested survey, which was designed to collect data on eight major planning needs areas: establishing local vocational goals and objectives, acquiring and using external and internal data for planning, analyzing the costs and benefits of vocational program activities, identifying resources available to institutions, using data in short- and long-term planning, engaging in specialized planning to meet accountability/compliance mandates, establishing effective working relationships with various organizations in planning; and administrator personal and situational characteristics (academic attainment, administrative and teaching experience, other work experience, and institutional type). After incorporating survey findings and data from a literature review, a draft planning guide was written and field tested. (The survey instrument and breakdowns of survey responses according to administrator background variables are appended.) (MN)

ED 205 843 CG 015 334

Reeder, Glenn D. Mangiarcina, Janet

Appraisal of Specific Aspects of Self, Salience, and Spontaneous Self-Esteem.

Pub Date-Apr 81
Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Attitude Change, College Students, Comparative Analysis, Emotional Response, Higher Education, Influences, Personality Traits, *Physical Characteristics, Psychological Patterns, *Self Concept, *Self Esteem, Self Evaluation (Individuals), *Spontaneous Behavior

Although self-concept is traditionally viewed as being fairly stable over time and situations, a more recent position takes note of the variability or inconsistency characteristic of certain aspects of the self-concept. To determine whether spontaneous self-esteem (SSE) increases when a valued aspect of self is made salient, college students completed a questionnaire dealing with level of satisfaction with personal physical attractiveness and academic progress. From these responses, subjects were divided into two groups. Students in the High Academic group (N 13) had positive feelings about their academic progress, but negative feelings about their physical attractiveness. Students in the High Attractive group (N 8) had positive feelings about their physical attractiveness, but negative feelings about their academic progress. In later sessions, the SSE of both groups was assessed in situations that made either physical attractiveness or academics salient. The High Academic group had greater SSE in the academic than the attractiveness situation, whereas the High Attractive group tended to have greater SSE in the attractiveness rather than the academic situation. (Author/NRB)

Oster, G. D. And Others

Attributional and Behavioral Differences between Depressed and Nondepressed Students in Judgments of Noncontingency.

Pub Date-Mar 81
Note-12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Behavior Patterns, *Depression (Psychology), Females, Individual Differences, Individual Power, *Locus of Control, *Motivation, *Performance Factors, Reinforcement, Self Esteem, Self Evaluation (Individuals)

Research has found that differential attributional styles exist between depressed and nondepressed populations. Depressed (N 32) and nondepressed (N 32) undergraduate female students were selected on the basis of scores on the Beck Depression Inventory and Multiple Affect Adjective Checklist. Participants performed a key press task where the outcome was independent of their behavior and where percentage of reinforcement trials was changed over sessions. Upon task completion, questions were solicited concerning reasons for receiving reinforcements and were measured on Likert-type rating forms relating causes to attributional dimensions: (internal-external; stable-unstable; global-specific). Key press responses were also assessed to provide a behavioral measure for detecting outgoing strategies. Results indicated that the nondepressed group attributed relatively greater responsibility toward themselves for all consequences. The nondepressed group changed their pressing strategy at a significantly higher rate over trials. Analyses provide partial support for a motivational deficit model of depression. (Author/NRB)

ED 206 039 CS 503 586

Griffin, Keith H.

Rubbing the Devil's Nose in It:'' PTL's Jim Bakker under Investigation.

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (51st, Austin, TX, April 7-10, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Christianity, *Financial Problems, Fund Raising, *Persuasive Discourse, *Propaganda, *Religious Organizations, *Television

Identifiers-*Bakker (Jim), Federal Communications Commission, *Religious Broadcasting

Despite its rapid rise as leader of the religious broadcasting industry, Jim Bakker's PTL Club'' (People That Love) has experienced numerous financial problems. In 1979, three former PTL vice-presidents charged that the club was diverting thousands of dollars in donations for missionary projects to the club's general fund to pay bills. The subsequent Federal Communications Commission (FCC) investigation shifted Bakker's role from evangelist to Chairman of the Board, and his relationship with his congregation from that of shepherd and flock to that of executive and stockholders. Nonetheless, Bakker attempted to divert his followers' attention by repeatedly denouncing the press, the FCC, and the government from the pulpit (citing religious persecution), and by persuading his congregation to dismiss the allegations and concentrate instead upon their role as Bakker's partners in defending the Faith. With his unethical but successful rhetorical strategy, Bakker appears to be creating a closed society as a leader possessing ultimate power and control over a group of fiercely devoted followers with a common enemy any person opposing his ministry. However, his persuasive strategy may diminish the credibility of other ministries, having already lost the endorsement of many notable Christian leaders. (HTH)

EA

ED 206 079 EA 013 816

Squires, David A.

Images of Effective High Schools: An Interview Study of Delaware's Educational Administrators.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Mar 81

Note-26p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, *Administrator Attitudes, Content Analysis, *Educational Quality, Extracurricular Activities, High Schools, Interviews, *Organizational Effectiveness, Principals, *Program Effectiveness, *School Organization, School Role, Secondary School Curriculum, State Departments of Education, *Teacher Effectiveness, Test Validity

Identifiers-Delaware

This study looked at conceptions of effective high schools held by high school principals, central office staff members, and representatives of the state department of education in Delaware. Data were collected through personal interviews and analyzed through phenomenological content analysis.'' Four very different images of effectiveness emerged. The first image or conception emphasized program characteristics of effective high schools. The second image focused on the characteristics of personnel as the central determinants of effectiveness. Rules, regulations, and job descriptions were emphasized in the third image, the bureaucratic conception of effectiveness. The last image, a unified concept, combined characteristics of the other images and appeared to view effectiveness more holistically. The most frequent image was a combination of the program and personnel images. Ways to check the construct validity of the images include the use of Cronbach's definition of construct validity, an examination of the internal logical consistency among images, and an analysis of the responses organized into chart form. Metaphors and assumptions about the purposes of schooling can be inferred from the images. (Author/JM)

ED 206 145 EC 133 599

Stamman, David
Evaluation of Deaf/Blind Projects in Texas, 1979-80.
Powell Associates, Inc., Austin, Tex.
Pub Date-Apr 81
Note-69p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Deaf Blind, Elementary Secondary Education, Individualized Education Programs, *Program Effectiveness, *Program Evaluation, State Programs, Success
Identifiers-*Texas

The report highlights evaluations from the 1979-80 school year of 18 deaf/blind programs in Texas. Two previous years' findings are noted. Analysis of teacher and administrator questionnaires indicated an increase in the trend toward more uniform structuring of individualized education programs (IEPs). Programs were not as successful as the previous year, however, as indicated by reported goal and objective completions, possibly due to the decrease in the number of objectives below the identified optimum number per goal. The major variables identified as crucial to success were hours of instruction, number of objectives per goal, parental involvement, and years of experience with deaf/blind clients. (Author/CL)

ED 205 698 CE 029 637

Luft, Vernon D Backlund, Paul

Tractor Safety. Unit A-9.

North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Pub Date-Oct 80
Note-216p.; For related documents see CE 029 635-638 and ED 029 635-638.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Accident Prevention, *Agricultural Education, Agricultural Engineering, Agricultural Machinery, *Agricultural Safety, Behavioral Objectives, College Curriculum, Curriculum Guides, *Equipment Maintenance, Higher Education, Instructional Materials, Introductory Courses, Learning Activities, Safety, *Tractors, Transparencies, Units of Study, Vocational Education

This document is a teacher's guide for a unit in tractor and machinery safety for college freshmen. It is intended to be used for 10 hours of instruction for freshmen who are intending to work on or around machinery. Safety hazards directly and indirectly related to many types of machinery are covered in addition to tractors. The objectives of the unit are to help students to develop an understanding of farm accident prevention and the ability to identify types of tractors and machinery and the use of each, to operate a tractor safely, and to perform basic tractor and truck maintenance. The unit is divided into material for four jobs, as follows: (1) identifying types of tractors and machinery; (2) understanding farm accident prevention; (3) operating a tractor safely; and (4) maintaining tractors and trucks. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, and transparency masters. The material can be used to fulfill student requirements for the Tractor Operator's Training Certificate if certain provisions are met. (A student manual coordinated to the unit is available.) (KC)

ED 205 715 CE 029 684

Chalupsky, Albert B. And Others

Competency Measurement in Vocational Education: A Review of the State of the Art.

American Institutes for Research, Washington, D.C.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0735
Note-77p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Competence, *Competency Based Education, Criterion Referenced Tests, *Minimum Competency Testing, Performance, Performance Tests, Student Evaluation, Test Construction, *Vocational Education
Identifiers-*Competency Tests

Intended to assist those working in the field of occupational competency testing, this report summarizes major milestones in the history of competency measurement in vocational education and overviews the current state of the art. To provide an orientation to the environment that stimulated the current interest in occupational competency testing, chapters 2 and 3 review competency-based vocational education and discuss evaluation concerns in vocational education. Next, chapter 4 presents some background information along with definitions of a few key terms used in competency testing. The current efforts of a number of organizations in the field of competency testing are reviewed in chapter 5. They are organized into three categories: Department of Education-funded organizations, state agencies and consortia, and job performance assessment in the military. Chapter 6 describes recent developments that merit attention from test developers in vocational education simulations, adaptive paper-and-pencil tests, confidence testing, and Rasch modeling. The technical and legal problems in setting standards of performance on competency tests are discussed in chapter 7. A 10-page list of references is provided. (YLB)

ED 205 750 CE 029 742

Clayton, Kermeta

Middle/Jr. High Occupational Home Economics Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0538
Note-197p.; For related documents see CE 029 740-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, Homemaking Skills, *Intermediate Grades, *Junior High Schools, Minority Groups, Nutrition, *Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, *Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers middle/junior high occupational home economics. (KC)

ED 205 784 CE 029 802

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Combination Welding. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81
Contract-R-33-10-C-0442-400; R-33-21-J-0542-400
Note-136p.; For related documents see note of CE 029 793.
Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).
Language-English; Spanish; Lao
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Education, Curriculum Guides, Student Evaluation, Technical Education, Vocabulary, *Vocational Education, *Welding
Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on combination welding. This program is designed to run 28 weeks and cover 11 instructional areas: operation of oxyacetylene equipment, oxyacetylene track torch, related equipment, Beverly shears for strip steel, portable welding equipment, tungsten inert gas welding equipment, m.i.g. welding equipment, metallic arc-welding equipment, and performing guided bend tests. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the oxyacetylene track torch operation section, a student should be able to (1) make straight-line cuts using a track torch, and (2) make bevel cuts of a 30 degree angle using a track torch. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning combination welding in English, Spanish, and Laotian. (CT)

ED 205 909 CS 006 207

Douglass, Malcolm P., Ed.

Claremont Reading Conference Forty-Fifth Yearbook. Reading: What Is Basic? Proceedings of the Claremont Reading Conference (48th, Claremont, California, January 16-17, 1981).

Claremont Graduate School, Calif.

Pub Date-81

Note-187p.

Available from-The Claremont Reading Conference, Claremont Graduate School, Claremont, CA 91711 ($10.50 plus $.75 postage and handling).

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Adult Development, Adult Literacy, Auditory Perception, Beginning Reading, Directed Reading Activity, Drug Use, *Environmental Influences, Foreign Countries, Illustrations, *Literacy Education, Psycholinguistics, Reading Difficulties, *Reading Instruction, Reading Processes, *Reading Research, *Teaching Methods

Identifiers-Dewey (John), Montessori (Maria), Nigeria, Piaget (Jean)

As part of a continuing series, this book contains 21 papers, the titles of which reflect the authors' attention to the theme of the conference (the nature of reading behavior and the central role of meaning in the broad definition of reading). Titles include the following topics: (1) reading as one part of language; (2) how home life affects literacy development; (3) comments from an illustrator on the ways an artist contributes to a picture book; (4) three reading strategies (directed reading activity, directed decoding activity, directed reading thinking activity); (5) synthesizing the works of M. Montessori and J. Dewey for more effective reading instruction; (6) new viewpoints on children's readiness for school; (7) the origins of reading in infancy and early childhood; (8) psycholinguistic implications for the teaching of writing; (9) adult cognitive development from a Piagetian perspective; (10) common misconceptions about the use of drugs for the reading/learning disabled child; (11) unusual auditory difficulties related to reading; (12) helping the special child read through creative storywriting; (13) microethnographic research in bilingual classrooms; (14) the applicability of the literacy strategy of Paulo Friere; and (15) adult education and literacy in Nigeria. (RL)

ED 205 952 CS 206 346

Language Arts Curriculum K-12 and Guide to Instruction.
Rahway Public Schools, N.J.
Pub Date-80
Note-69p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Guides, *Educational Objectives, Elementary Secondary Education, *English Curriculum, Handwriting Instruction, *Language Arts, Listening Skills, Literature, Literature Appreciation, Speech Communication, Spelling Instruction, Traditional Grammar, Writing Instruction

The purpose of this language arts curriculum guide for grades kindergarten through twelve is to present the approved curriculum that serves as the basic core of all language arts instruction. The guide components reading, writing, speaking, listening, and thinking can be treated as individual disciplines, each with its own body of knowledge and its own process skills, or they may be taught as falling into the areas of either encoding or decoding. Goals of the guide are designed to help the students (1) know that language and communication give meaning to one's experiences; (2) speak effectively in interaction with others and adapt one's speech to different purposes, audiences, and situations with accuracy and clarity; (3) write honestly and clearly, using the mechanics and conventions of writing appropriately to assure effective communication; (4) comprehend the printed material needed to succeed in their educational, vocational, and social interests and inquiries; (5) respond to literature in subjective, analytic, and evaluative ways; (6) interpret literature as a reflection of the lives, values, and ideas of various cultures; and (7) acquire, interpret, and evaluate information and ideas through purposeful and critical observations and listening. Rationales and objectives are provided for literature, spelling, language mechanics, composition, grammar, listening, speaking, and handwriting. (HOD)

ED 206 018 CS 503 546

Ganster, Daniel C. And Others

Leader Communication Style: Toward the Development of a Multi-Dimensional Model.

Pub Date-May 81

Note-29p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Measures, *Communication Research, *Employee Attitudes, Interpersonal Relationship, Job Satisfaction, *Leadership Styles, Measures (Individuals), Models, *Organizational Communication, *Role Perception, Semantic Differential

Identifiers-*Communicator Style, *Superior Subordinate Relationship

A semantic-differential model of communicator style was tested by collecting data from 108 superior-subordinate dyads at a medium-sized midwestern company. Communication style variables were measured with Norton's Communicator Style Measure (CSM), which was modified slightly to give both superiors' self-evaluations of communication styles and subordinates' perceptions of their superiors' communication styles. Additional measures were used to obtain data on subordinates' perceptions of role conflict and role ambiguity and subordinates' satisfaction with work, pay, promotions, supervision, and coworkers. A factor analysis indicated two major factors, the semantic differential dimensions of evaluation and dynamism. These dimensions, in turn, showed significant relationships with subordinates' role conflict and ambiguity and job satisfaction. There were also significant interactions between the communicator style dimensions in predicting role ambiguity and subordinate satisfaction with the supervisor. (FL)

ED 206 059 EA 013 781

Barker, Pierce And Others

A Study of Alternatives in American Education, Vol. V: Diversity in the Classroom.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-Rand-R-2170/5-NIE

Pub Date-Feb 81

Contract-B2C-5326

Note-207p.; For related documents, see EA 013 780, ED166 825, and ED 163 591.

Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($7.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Demonstration Programs, Educational Research, *Educational Vouchers, Elementary Secondary Education, *Free Choice Transfer Programs, *Nontraditional Education, Public Schools

Identifiers-Alum Rock Union School District CA, *Educational Diversity, School Choice

An examination of the variation among educational programs in the Alum Rock Union Elementary School District, San Jose (California), during the fourth year of its educational voucher demonstration project addresses the issue of whether alternative systems can generate significant diversity in public school education. The research questions (How do individual classrooms differ? What variables primarily distinguish program types? Do voucher demonstration classrooms differ, on the whole, from nonvoucher classrooms?) and policy issues were pursued primarily through multidimensional scaling of structured observation data collected in third- and fifth-grade demonstration and control classrooms. On the measures of diversity employed, voucher classrooms were found to be remarkably similar to each other. The reasons for the diversity from nonvoucher classrooms cannot be easily identified, due to incomplete sampling procedures. It is also difficult to ascertain whether differentiating features could have arisen without the voucher demonstration. The two or three classrooms in the sample that were strikingly different in organization and operation are probably the results of unexplained teacher preferences. The report concludes that the voucher demonstration classrooms seem to be characterizable as diverse and that the measures employed detected limited variation among classrooms. (Author/WD)

ED 206 100 EA 013 879

Units of Credit: OAR 581-22-316. Standards Guidelines.
Oregon State Dept. of Education, Salem.

Pub Date-Jun 80
Note-25p.; For related document, see EA 013 880.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Credits, Educational Policy, *Graduation Requirements, High Schools, School Districts, School Law, *State Standards
Identifiers-*Oregon

In light of revised standards for Oregon's public elementary and secondary schools, this manual suggests guidelines for school districts to follow in implementing new state rules regarding high school graduation requirements. The manual gives particular attention to the new rule concerning unit of credit requirements. An excerpt from the new state regulation first lists the subjects and numbers of credits required for graduation. The document then discusses the implementation schedule for the new rule, as well as credits in specified and elective areas, waivers, and statements of course plans. Sample policies and procedures are included on credit units, alternative learning options, off-campus experiences, credit by examination, and independent study. An appendix gives the full text of the regulation on graduation requirements. (RW)

ED 206 122 EC 133 557

Marlowe, Mike And Others
Low Elevated Lead Levels and Mild Mental Retardation.
Pub Date-Apr 81
Note-15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session B-4).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Etiology, *Lead Poisoning, *Mild Mental Retardation

To investigate the relation between low level lead absorption and mild mental retardation, hair lead concentrations were compared in a group of 40 mildly retarded children etiology unknown'' with a control group of 20 children. Children with probable cause for retardation were excluded from the sample as were children with a history of lead poisoning. The group of mentally retarded children etiology unknown'' had statistically significant raised hair lead concentrations. It was concluded that a reexamination of lead poisoning concentrations is needed, because concentrations of lead previously thought harmless may now have to be considered noxious and viewed as an etiological factor in mild mental retardation. (Author/SB)

ED 206 187 FL 012 491

Phinney, Marianne

Grouping Variables in Language Acquisition: Age Groups and Pretesting.

Pub Date-Dec 80

Note-22p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Antonio, TX, December 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Child Language, Grammar, *Language Acquisition, *Language Research, *Linguistic Theory, *Predictor Variables, *Research Methodology, Young Children

Identifiers-Relative Clauses

Recent research in linguistic theory and language acquisition theory has progressed to the point where more detailed hypotheses can be made about the interaction of language learning and linguistic theory. These hypotheses can be used to make more precise predictions about prerequisite knowledge for learning a particular construction and the developmental sequences involved. Two recent proposals in the literature are discussed briefly (Chomsky 1981 and Roeper, in press), with their implications for acquisition research. A study of relative clauses is presented, in which an analysis based on linguistic pretesting allows correlations to be made between the development of relative clauses and the complementizer system which would not be possible if the data were analyzed on the basis of age. (Author)

ED 206 224 HE 014 242

Rowland, David L. Crisler, Larry J.

The Computer as a Research and Teaching Instrument for Students in the Behavioral Sciences.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 81
Grant-NSF-SER-7900394
Note-7p.
Available from-U.S.; Illinois

Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Sciences, College Students, Computer Oriented Programs, *Computer Science Education, *Curriculum Development, Faculty Development, Higher Education, Interdisciplinary Approach, *Psychology, Research Methodology, *Sociology, *Statistical Analysis, Undergraduate Study
Identifiers-Computer Literacy, *Millikin University IL

A program designed to provide students a background in computers and computing that was implemented by the Department of Behavioral Sciences at Millikin University, Illinois, is described. The program was implemented in three overlapping stages: faculty preparation; course preparation; and course implementation. The development of faculty expertise in computing was accomplished through self-training (particularly the learning of statistical packages, etc.), conference attendance, and coursework. Computer training was incorporated into courses already existing within the behavioral science curriculum. Computer labs were introduced in methodology courses in psychology and sociology, and computer-based assignments were used in a number of sociology courses. Additionally, a new psychology course entitled Computer Applications in the Behavioral Sciences'' was established. While students undertook statistics and research methodology coursework, they were introduced to procedures for carrying out data analysis using SPSS (Statistical Package for the Social Sciences) and SAS (Statistical Analysis System). Introductory sociology students were briefly introduced to research methods; provided with a description of NORC's General Social Survey (GSS) data base; introduced to the use of SPSS with a written manual; and assigned simple SPSS exercises involving variables contained in the GSS. More advanced sociology student coursework also used computer-based assignments. The new computer applications course will include such topics as: data processing with statistical packages, writing programs for data analysis using an Apple II microcomputer, and program writing to facilitate experimental procedures. (SW)

ED 205 822 CE 029 899

McGough, Robert L. Vincent, John

Counseling the CETA Client.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-23p.; For related documents see CE 029 895-906.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counseling, *Counseling Services, *Counseling Techniques, *Counselor Role, Educational Cooperation, *Program Development
Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph provides the reader with basic insight into the process of counseling the CETA client. The material is presented in five major sections: (1) What Is CETA Counseling?, (2) The Role of the CETA Counselor, (3) Characteristics of CETA Clients, (4) Counseling Components, and (5) Counseling Methods, Techniques, and Processes. Counselor job aspects include orientation, enrollment, support services, and intervention. Counseling components are intake counseling, testing and assessment, crisis counseling, group training and counseling, individual employment counseling, provision of ancillary and support services, and placement and followup. (CT)

ED 205 865 CG 015 356

Reohr, Janet R.

Work and Female Identity.

Pub Date-Mar 81

Note-21p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Characteristics, Administrator Qualifications, Career Ladders, *Congruence (Psychology), *Employed Women, Individual Characteristics, Nontraditional Occupations, *Occupational Mobility, Promotion (Occupational), *Role Conflict, *Self Concept, Sex Differences, Socialization, State of the Art Reviews

In climbing an organizational ladder dominated by males, the professional woman encounters obstacles to the more traditional feminine behaviors and mannerisms to which she may be accustomed. These obstacles may erode her sense of identity, creating difficulties both inside and outside of her work environment. Traditional distinctions between masculine and feminine characteristics still strongly influence expected managerial behavior. Research indicates that appropriate managerial characteristics are those which have traditionally been considered masculine characteristics. Women managers are expected to be feminine and display traditional feminine characteristics, yet fit the managerial role which requires masculine behaviors. Women, whose early socialization does not enhance the development of a strong sense of directedness, are influenced by a number of factors to change their behaviors, thus altering their basic identity in order to be successful in the masculine business world. The woman manager often finds herself in a double bind situation, and even the successful managerial woman faces confusion in adapting appropriate behaviors. Consequences to her physical and psychological well-being are likely to be quite significant. (Author/NRB)

ED 205 930 CS 006 232

Frederiksen, John R.

Understanding Anaphora: Rules Used by Readers in Assigning Pronominal Referents. Technical Report No. 3, December 1, 1976 through July 1, 1980.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.-BBN-4462
Pub Date-Jul 81
Contract-400-76-0116; N00014-76-C-0461
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Processes, *Coherence, High Schools, *Pronouns, Reading Processes, *Reading Research, Secondary School Students, *Structural Analysis (Linguistics), Surface Structure, Syntax
Identifiers-*Anaphora, Text Structure

A study analyzed the cohesive elements found within a text and the difficulty of their resolution within a particular text structure. The specific cohesive form used was pronominal reference. Each of forty-four students in grades ten through twelve was asked to read, sentence by sentence, a text which contained pronouns and pronoun referents. They were interrupted occasionally and asked to report the correct referent for a pronoun that had appeared in a sentence they had just completed reading. With this probe task motivating them, the subjects' reading times were found to be closely related to structural properties of the text. Text variables found to be important included the number of potential referents available, topicalization'' of the correct referent, staging of referents to the correct or to the alternative noun phrases, and the degree of ambiguity of the semantic constraints within the target sentence. The results supported a reinstatement theory in which a number of available, potential referents are brought into memory at the time a pronoun is encountered. The selection of a single referent from the set of potential referents is based upon a set of rules that are sensitive to the staging of ideas within the text and to features of surface syntactic structure as well as to propositional content. (Author/FL)

ED 205 995 CS 206 550

Hanson, Phebe And Others

The Newspaper in Secondary English and Language Arts: A Teaching Guide of Suggested Classroom Newspaper Activities.

Minneapolis Public Schools, Minn. Curriculum Div.; Minneapolis Star and Tribune Co., Minn.

Pub Date-Feb 77

Note-66p.; For related document see CS 206 549.

Available from-Minneapolis Tribune, 425 Portland Ave., Minneapolis, MN 55488 ($4.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, *English Instruction, *Journalism Education, *Language Arts, *Learning Activities, Listening Skills, *Newspapers, Reading Skills, Secondary Education, *Student Publications, Teaching Guides, Writing Skills

Intended for use with students in secondary school English and language arts classes, this guide provides a number of ways to use newspapers in the classroom. The guide is designed to help teachers and students with ways for starting newspaper activities; with reading, writing, speaking, listening, and thinking opportunities; and with possibilities for making newspaper reading an enjoyable experience. The guide provides approximately 45 activities, including (1) writing found poems, (2) preparing a newspaper collage, (3) getting the reader's interest, (4) writing picture captions, (5) writing parodies, (6) detecting sex role stereotyping, (7) preparing an advertising campaign, and (8) using humor. An activities index and a glossary of newspaper terms are appended. (FL)

ED 205 680 CE 029 405

McMahon, Rosemary And Others

On Being in Charge: A Guide for Middle-Level Management in Primary Heatlh Care.

World Health Organization, Geneva (Switzerland).
Report No.-ISBN-92-4-154148-2
Pub Date-80
Note-355p.; For a related document see ED 187 871.
Available from-WHO Publications Centre, 49 Sheridan Ave., Albany, NY 12210 (write for price).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Autoinstructional Aids, Behavioral Objectives, Communication (Thought Transfer), *Community Health Services, Developing Nations, Evaluation, Health Facilities, *Health Personnel, Interpersonal Relationship, Learning Activities, *Management Development, *Middle Management, *Primary Health Care, Program Administration, Supervision, *Supervisory Training

Intended for middle-level health workers with managerial responsibilities, this guide aims to help improve their efficiency in the support and supervision of community health workers and in the organization and continuous support of primary health care programs. It is a sequel to The Primary Health Worker,'' available separately see note. The guide is divided into four parts, each of which has several chapters. Part 1 explains in simple terms the general principles of management as a system of thought and the functions of management. Part 2 is concerned with personal relations, including how to encourage and coordinate a health team, how to communicate with groups of people, and how to supervise in a supportive way. Part 3 presents methods for the management of equipment, drugs, and the functioning of a health center. Part 4 deals with how to apply principles, methods, and management skills to the planning, implementation, and evaluation of a primary health care service. Each chapter begins with a statement of learning objectives, and each part contains, after the last chapter, a number of exercises to facilitate self-learning. The exercises are related to specific chapters and are coded accordingly. (YLB)

ED 205 803 CE 029 851

Brooks, JoAnn Steenhausen, Nancy

Vocational Education Information Services. Final Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Feb 81

Note-403p.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Data Bases, *Information Dissemination, *Information Services, Library Circulation, Library Services, *Material Development, Newsletters, Pamphlets, Planning, Postsecondary Education, Program Proposals, Publicity, Secondary Education, *Vocational Education

Identifiers-*Indiana

This final report describes activities in 1979-80 of the project, Vocational Education Information Services (VEIS), which supported vocational education dissemination in Indiana. The narrative section is divided into sections corresponding to the five project objectives: (1) publish and distribute six special reports and four issues of the newsletter, Communique; (2) provide library services to vocational educators; (3) promote coordination of Indiana's dissemination activities among the network and other State Board of Vocational and Technical Education-funded projects; (4) project future activities and role in fulfilling state information and dissemination needs; and (5) maintain in-house data base. Each section discusses procedures, results, evaluation, conclusions, and recommendations relating to each of the five objectives. Appendixes, amounting to over one-half of the report, include the four issues of Communique, evaluation survey instruments, and a catalog of VEIS holdings (the in-house data bases.) This catalog contains descriptor, identifier, and grant number indexes. (YLB)

Fabian, Marjorie S. Parsons, Oscar A.

Changes in Cognitive Functioning in Recovering Alcoholic Women.

Pub Date-17 Apr 81
Note-20p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcoholism, Behavior Change, *Cognitive Ability, Cognitive Measurement, Comparative Analysis, *Females, *Perceptual Motor Coordination, *Performance Factors, Problem Solving, *Psychological Patterns, Verbal Ability

Information about the neuropsychological consequences of alcoholism has been mostly limited to the cognitive functioning of recently detoxified alcoholic men. To expand this research, the long-term recovery of cognitive abilities in alcoholic women was examined in two studies. In the first study, neuropsychological performances were compared for three matched groups of recently detoxified alcoholics (sober for about one month), recovering alcoholics (sober for about four years), and nonalcoholic controls. Recently detoxified alcoholics demonstrated deficits in perceptuospatial and problem-solving skills, but not in general verbal intelligence. Performance of recovering alcoholics was typically intermediate to the other two groups. In the second study, detoxified alcoholics and controls were tested once and then retested a year later. Performances of the abstinent/infrequent alcoholics improved more than those of the alcoholics who had resumed drinking and more than the retested controls. However, at retest, the alcoholics remained impaired on a number of measures. Results indicate that a slow improvement in the cognitive functioning of recovering alcoholic women occurs, with some perceptuomotor deficits remaining even after an average of four years of sobriety, but with more complex problem-solving skills recovering partially within a year. (Author/KMF)

ED 205 973 CS 206 509

Klages, Karen

They Remember the Lost'' People.

Pub Date-Aug 81

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Children, Communications, Computers, Crime, *Data Bases, *Information Dissemination, News Media, News Reporting, *Parent Associations, *Parents, Police

Identifiers-*Abductions, Federal Bureau of Investigation, *Missing Persons

Estimates of the number of children currently missing in the United States are only approximate because there is no effective central data bank to collect information on missing persons and unidentified bodies. However, the problem appears to have reached epidemic proportions. Some parents of missing persons have formed organizations in different parts of the country to advise other parents with missing children of measures that might prove effective in finding their child and to educate the public about the many problems and frustrations these families encounter. The police and Federal Bureau of Investigation (FBI), although sympathetic, are often powerless in abduction cases. After several incidences of confusion and misinformation by the police and FBI about jurisdictional authority, the aunt of a missing child organized a volunteer program to press for a central communication network that could prove invaluable in cases with similar details by matching information to identify bodies or lead police to a single offender. If parents of a missing child have filed a full description of their children with the schools, the description could be forwarded in chain-letter fashion to local hospitals, hospitals across the country, and eventually into a central data bank. Federal legislation for this costly, but very feasible network is pending. (HTH)

ED 206 123 EC 133 567

Sarmiento, Kathleen And Others

Interdisciplinary Roles of Professionals Involved in Mainstreaming Black Exceptional Students in the Mainstream of a Secondary School.

Pub Date-Feb 81
Note-39p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session M-21).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Students, Counselor Role, *Disabilities, *Interdisciplinary Approach, *Mainstreaming, Reading Teachers, School Social Workers, Secondary Education, Special Education Teachers, *Teamwork

A Connecticut school's interdisciplinary team approach toward maintaining black handicapped students in the mainstream of a secondary school is described from the point of view of individual team members. The team consists of a social worker, a guidance counselor/psychologist, special education teacher, and reading specialist. The special education teacher reports that her role includes monitoring a continuum of instructional services (ranging from indirect consultation with regular teachers to one to one tutoring) and adapting traditional high school curriculum methods and materials. Attached are a list of methods of communicating and coordinating programs with regular class teachers, a suggested format for inservice presentation to faculty regarding key issues in special education today, a sample case study, and a list of alternative teaching techniques with secondary students. The counselor comments on her involvement with the Planning and Placement Team, identification of pertinent information for the regular teacher, individual and group counseling sessions, and the maintenance of high visibility. The school social worker reports on his activities providing casework and group work services directly to children with problems and serving as a liaison with community resources. The reading specialist sees her role as helping the student meet the mainstream teachers' weekly objectives and individualized reading skill development. Sample teacher plans, weekly course plans, a content reading questionniare, and an outline of study techniques are attached. (DB)

ED 206 146 EC 133 600

Hauser-Cram, Penny And Others
Parents and Schools: A Partnership Model.
Pub Date-Apr 81
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Disabilities, Parent Attitudes, Parent Participation, *Parent Role, *Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, Teacher Attitudes, *Teacher Role, Young Children
Identifiers-*Project Partnership

Project Partnership was designed to promote parent/professional collaboration in the education of young handicapped children. The project intended to have positive impacts on the home and on the teachers, who are asked to allow for greater communication between the school and home by redefining their roles. The project's approaches include team training, parent leaders, minigrants, coteaching, and practical strategies for parent involvement. Parent leaders, who focus on acting as liaisons to other parents, receive a small stipend and course credit. Evaluation findings pointed out a higher percentage for contact between teacher and parent about instruction in project families than in control families, who engaged in the most contact concerning administrative issues. Dilemmas facing the project, including assumptions about parental incompetence and increased demands on teachers, are touched upon. (CL)

ED 206 167 FL 012 457

Hawkinson, Annie K.

Tanzanian Swahili: Grammar Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-79
Contract-PC-78-043-1037
Note-298p.; For related documents see FL 012 458-460.
Available from-The Experiment in International Living, Brattleboro, VT 05301.
Language-Swahili; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-African Languages, Bantu Languages, *Grammar, *Pattern Drills (Language), Postsecondary Education, *Second Language Instruction, *Swahili, Textbooks, Uncommonly Taught Languages
Identifiers-Peace Corps, *Tanzania

This grammar handbook analyzes the rules of Tanzanian Swahili and provides different types of exercises on them. It is divided into 36 lessons and is illustrated with pen-and-ink drawings. A bibliography, index, and Swahili-English glossary complete the volume. (AMH)

Blake, Robert R. And Others

The Academic Administrator Grid. A Guide to Developing Effective Management Teams.

Pub Date-81
Note-423p.
Available from-Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104.
Pub Type- Books (010) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Administrator Guides, *Administrators, Budgeting, *College Administration, College Planning, Decision Making, Employer Employee Relationship, Higher Education, *Leadership Styles, *Management Teams, *Organizational Climate, *Organizational Development, Personnel Policy, Supervisory Methods, Teacher Administrator Relationship

The use of the management grid'' method of organizational development in college and university administration is described in this adaptation of the 1964 book by the same authors, The Management Grid.'' Five major administrative styles are identified: (1) caretaker, (2) comfortable and pleasant, (3) constituency-centered, (4) team, and (5) authority-obedience. Candid examples of typical college administrative practices are provided. The differences in administrative style are determined by the differences in the administrator's concern for institutional performance on the one hand, and concern for people on the other. Based on behavioral research findings, team leadership is recommended as the most effective approach to university management issues, including personnel supervision, teaching and learning support, and budget management. Specific guidelines for practicing team decision-making are provided. An extensive bibliography is appended. (LB)

ED 205 767 CE 029 776

Dyrenfurth, Michael Linhardt, Richard

The Development of a Vocational Safety Guide for Missouri's Practitioners. Final Report.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date-30 Jun 81
Note-42p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accident Prevention, Administrator Attitudes, *Administrator Guides, Administrator Responsibility, Advisory Committees, *Elementary Secondary Education, Facility Guidelines, Federal Legislation, Guidelines, Legal Responsibility, Literature Reviews, Material Development, *Program Development, *Safety, Safety Education, Safety Equipment, *School Safety, Special Education, State Legislation, Teacher Responsibility, *Vocational Education
Identifiers-Missouri, Occupational Safety and Health

A project was conducted to develop a comprehensive vocational education safety guide for local administrators and teachers. To generate the guide, the following steps were completed: (1) a review of key related research, literature, and federal and state legislation, including vocational safety guides from 18 states; reference material from the National Safety Council; relevant safety education materials identified through an ERIC search; and various state, local, and national agencies; (2) formation of an advisory committee composed of local administrators, Missouri State Department of Elementary and Secondary Education supervisors, representatives from the Occupational Safety, and University of Missouri-Columbia personnel; (3) identification of major areas of safety concerns common to all vocational education programs; (4) development of guidelines specific to each area; and (5) verification of all guidelines by Missouri educational leaders. Major sections of the guide included Missouri-specific laws, levels of responsibility, liability, safety program recommendations, facilities and equipment, personal protective equipment, and vocational special needs students. In addition, a reference listing of textbooks, articles, and state and national resource agencies was compiled as part of the guide. (The project needs assessment is included in the report.) (MN)

ED 205 844 CG 015 335

Saenz, Rogelio Quigley-Fernandez, Barbara

Impression-Management in the Forced Compliance Paradigm.

Pub Date-Apr 81

Note-10p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Attribution Theory, Behavioral Science Research, *Behavior Patterns, *Beliefs, *Congruence (Psychology), Experimenter Characteristics, *Influences, *Problem Solving

Identifiers-*Dissonance Reduction, *Forced Compliance

In its original formulation, dissonance reduction was postulated as a mode for resolving behavior-attitude discrepancies. One mode of resolution has been demonstrated in the forced compliance paradigm, whereby a subject rectifies a counterattitudinal behavior with an actual belief, resulting in moderating beliefs. A forced compliance situation was used to investigate the influence of the experimenter on a subject's performance of a counterattitudinal behavior which satisfied the expectations of an attitude moderation study. Male undergraduates (N 33) were divided into three groups. The Standard Dissonance group was induced to choose to perform a counterattitudinal behavior; the Statement Condition group was similarly induced, but was thanked by the experimenter for performing the counterattitudinal behavior; and the Control group provided attitudes but did not engage in counterattitudinal behavior. Results indicated greater attitude change in the Dissonance condition than in the Statement Condition. (Autho[illegible]/NRB)

ED 206 019 CS 503 547

Garvin, Bonnie

Rules for Creating Health Care Relationships through Talk.

Pub Date-May 81
Note-22p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assertiveness, *Communication Research, *Interaction Process Analysis, *Interpersonal Relationship, Nurses, *Physician Patient Relationship, *Speech Communication

Eighteen conversations between patients and nurses or physicians were videotaped to examine patterns that the interactants followed to maintain dominant or recessive roles. Physicians/nurses were viewed as the dominant interactants because of their greater control in the hospital setting whereas patients were viewed as the recessive interactants because of their lesser control and their dependence on others for resources necessary in the recovery process. Analysis of the conversations resulted in the following rules implicit in the relationship between a patient and a nurse or physician: (1) nurses/physicians talk first; (2) nurses/physicians select the first topic in the first utterance; (3) nurses/physicians ask questions, the recessive interactant answers questions; (4) when the nurse/physician asks about a topic, the patient is obliged to pursue the topic; (5) topics in dominant-recessive interactions have to do with personal information regarding the patient; (6) when the patient has answered the question, the nurse/physician can then ask the same or similar question; (7) the nurse/physician may ask a question and without waiting for a reply may ask a second question; (8) the nurse/physician may verbally evaluate or revise the answer or response of the patient in the next turn; (9) the nurse/physician proposes membership categories that are accepted by the patient; (10) the nurse/physician manages the timing of the episode by using bracket markers; (11) the nurse/physician may interrupt the patient's talk before a transition-relevance cue occurs; and (12) the nurse/physician initiates the closing of the episode. These rules demonstrate that patients do not control their own time and space in interactions with physicians and nurses. (HOD)

ED 206 040 EA 013 737

Bradford, John A.

Policing the Movement of Modern Education.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 76
Note-21p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (37th, St. Louis, MO, April 21-24, 1976).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authoritarianism, *Educational History, Educational Principles, Elementary Secondary Education, *Evaluation Methods, *Grading, Postsecondary Education, Power Structure, Student Teacher Relationship, Teacher Attitudes
Identifiers-Authority, *Egalitarianism, Work Ethic

The presence of F in the ABCDF grading scale results from the struggle between authoritarian and egalitarian philosophies over how best to support the school work ethic. Authoritarian forces have favored the precise 0-100 scale that centralizes power clearly in the hands of the teacher. Egalitarian forces have supported less precise measures, such as the ABCDE scale. The current ABCDF system represents an informal compromise between these forces. The history of education shows the development of this compromise. As education became more complex, especially in the nineteenth century, it was rationalized and centralized into an age-stratified system wherein power was held by the instructor. High school expansion, parents' desires, college requirements, and the authoritarians' need to motivate students toward the school work ethic led by 1900 to the general use of the 0-100 scale. However, studies during 1910-1915 discredited the claimed objectivity of this method, leading to an egalitarian shift toward more relative scales. During the 1930s the ABCDE scale became accepted, but F was substituted for E because authoritarian forces desired a more emphatic grade to punish failing students and symbolize teachers' power. (RW)

ED 206 080 EA 013 817

Rix, Elizabeth Ann

Dynamics of Promotion Decisions.

Pub Date-Apr 81
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Qualifications, *Administrator Selection, Elementary Secondary Education, *Evaluation Criteria, Interviews, *Promotion (Occupational), Validity
Identifiers-Cognitive Structures, Form PROM (Personnel Analysis)

This study attempted to identify the criteria educational administrators use when selecting individuals for promotion. Researchers compared operative criteria'' (those actually used) with posted criteria'' (those espoused). Interviews were conducted with 92 school administrators. Brown's Form PROM, derived from Kelly's role construct repertory grid, was the instrument used. Administrators were asked to list general criteria important in selecting employees for promotion and then criteria they had actually used in selecting individuals for promotion. The most important criteria to emerge were (1) perceptiveness and intelligence, (2) self-others orientation, (3) decision-making skills, and (4) innovation and flexibility. Findings indicate that administrators in more senior positions use cognitively more complex structures for discrimination among persons and moreover, that those using more complex structures make more valid decisions, at least in so far as their operative criteria are congruent with their posted criteria. Finally, it is suggested that fairer and more valid decisions might be made if administrators participate in activities that help make them more aware of and increase the complexity of their own criteria (such as the use of Brown's form PROM). (Author/JM)

ED 206 101 EA 013 880

The High School Diploma and Alternative Awards: OAR 581-22-316. Standards Guidelines.

Oregon State Dept. of Education, Salem.

Pub Date-Jun 80

Note-21p.; For related document, see EA 013 879.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Awards, Educational Policy, *Graduation Requirements, High Schools, School Districts, School Law, *State Standards

Identifiers-*Oregon

Revisions in standards for Oregon's public elementary and secondary schools have led to changes in state requirements governing high school graduation requirements. This manual suggests guidelines for school districts to follow in granting diplomas or alternative awards. It discusses the meaning of a diploma under Oregon law, school districts' options on graduation requirements, suggested alternative degrees for students meeting some but not all diploma requirements, and special considerations for handicapped students. Included are sample school board policies and procedures for early and delayed graduation, as well as sample forms for diplomas and alternative awards. An appendix gives the full text of the new state regulation on graduation requirements. (RW)

ED 206 188 FL 012 492

Simon, Paul

The Tongue-Tied American: Confronting the Foreign Language Crisis.

Report No.-ISBN-0-8264-0022-1
Pub Date-80
Note-214p.
Available from-The Crossroad Publishing Company, 575 Lexington Avenue, New York, NY 10022 ($12.95).
Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Careers, Communicative Competence (Languages), Cross Cultural Studies, Educational Objectives, Elementary Secondary Education, Fles, Industry, *International Education, *Language Proficiency, *Modern Language Curriculum, *Monolingualism, Postsecondary Education, *Second Language Programs, State Federal Aid
Identifiers-National Security, *Presidents Comm Foreign Lang International Studies, United States

This analysis of the crisis facing the United States because of a general lack of interest in foreign language study deals with several facets of the problem. Its 12 chapters address the following questions or issues: (1) the traditional conflict between Americanization and cultural and linguistic pluralism; (2) the shift in the world economic pattern and the need for learning the languages of people who buy our products; (3) language, communciation, and national security; (4) the intimate connection between language and culture, and traditional American suspicion of anything foreign''; (5) the state of language instruction in U.S. elementary and secondary schools; (6) the variation in language requirements and offerings in colleges and universities; (7) the quality of foreign language teaching at all levels; (8) less traditional approaches to FL learning; (9) examples of state leadership in the language teaching field; (10) trends in the foreign language job market; (11) the President's Commission on Foreign Languages and International Studies; and (12) steps that can be taken by educational personnel, students, officials on the local, state, and federal level, parents, and the general public. (AMH)

ED 205 699 CE 029 638

Luft, Vernon D. Backlund, Paul
Introduction to Crop Production. Unit A-7.
North Dakota State Board for Vocational Education, Bismarck.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.
Pub Date-Feb 81
Note-188p.; For related documents see CE 029 635-637 and ED 190 812-814.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Agricultural Education, *Agricultural Production, *Agronomy, Behavioral Objectives, College Curriculum, Crop Processing Occupations, Curriculum Guides, Field Crops, Harvesting, Higher Education, Horticulture, Instructional Materials, Introductory Courses, Learning Activities, Plant Growth, *Plant Identification, Transparencies, Units of Study, *Vocational Education

This document is a teacher's guide for a unit in vocational agriculture for college freshmen. It is intended to be used for 20 hours of instruction as an introductory course on the crop industry. It provides a broad background of the industry, including production, marketing, processing, and transportation, with emphasis on identifying major crops and their uses. It also covers the first phases of the production cycle. (Subsequent units in plant science and crop production build upon this unit.) The objectives of the unit are to help students to develop an understanding of the functioning of the crop industry; an ability to identify primary plant parts, major North Dakota crops and their uses, and prohibited and restricted noxious weeds; in addition to the ability to determine seed quality and to prepare seed for planting. The unit is divided into material for six jobs, as follows: (1) examining the crop industry; (2) identifying plant parts; (3) identifying major North Dakota crops and their uses; (4) identifying weeds; (5) determining seed quality; and (6) preparing seed for planting. Each of the jobs includes objectives, guide questions, references, an approach to interest students, key facts about the content of the material, worksheets, and transparency masters. (KC)

ED 205 716 CE 029 685

Wilkinson, George

Future World of Work. Long Range Planning Assistance for Local United Ways.

United Way of America, Alexandria, Va.

Pub Date-81

Note-18p.

Available from-Sales/Service Department, United Way of America, 801 North Fairfax St., Alexandria, VA 22314 ($2.50).

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents, Communications, Compensation (Remuneration), Decentralization, Demography, Economic Change, Educational Attainment, Educational Change, Employed Women, *Employer Employee Relationship, Employment Opportunities, *Employment Patterns, *Employment Practices, Equal Opportunities (Jobs), Females, *Futures (of Society), Hispanic Americans, Income, Inflation (Economics), *Labor Force, Labor Needs, Management Systems, Minority Groups, Organizational Change, Organizational Climate, Productivity, Public Policy, Retirement, Salary Wage Differentials, Social Change, Trend Analysis, Values, *Work Environment, Workers Compensation

A review of technological, political, social, and economic forces affecting the world of work indicates that in the eighties significant changes can be expected in the following areas: the nature of organizations, the relationship between individuals and organizations, the nature of the work force, the nature of the workplace, and the nature of compensation practices. Included among the driving forces for change in the work environment are changing demographies and values, continued decentralization, continued expansion and merging of communications and microelectronics, recognition of new economic realities, changing educational attainment, and increasing globalization. Several short-, medium-, and long-term strategic issues will play key roles in the changing workplace of the 1980s. Inflationary impact, productivity, and women in the workforce are three such short-term issues. Issues likely to surface during the middle of the eighties are minorities in the work force, flexible work schedules, layoff and plant closing policies, retirement policies, growth of the Hispanic population, pension funds, occupational health and safety, equal pay for equal work, and racial discord. Continual movement to an information society and changing management philosophies are likely to affect the world of work toward the end of the decade. (MN)

ED 205 733 CE 029 720

Lavisky, Saul

Productivity: The View of a Private Human Resources Contractor.

Human Resources Research Organization, Alexandria, Va.

Report No.-HumRRO-PP-3-81

Pub Date-Aug 81

Note-16p.; Paper presented at the Seminar on Productivity and the Future of Vocational Education (Moorhead, MN, September 1980).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Instructional Materials, Literacy Education, *Military Training, Outcomes of Education, Postsecondary Education, *Productivity, *Program Effectiveness, Secondary Education, Skill Development, *Training Methods, Training Objectives, Vocational Education

Identifiers-Army

Military training parallels vocational education in that both systems are preparing students for specific jobs, and both systems are concerned with the productivity of that training, i.e., how effective training is. A private human resource contractor provided training help to the Army for two programs: TRAINFIRE, in which the contractor provided curriculum-development support; and SHOCKACTION, a curriculum-development effort in which the contractor provided an entire program of instruction. Through the development of these programs, the contractor evolved a model the company calls the systems engineering approach to curriculum development.'' This model consists of seven steps: (1) develop human factors systems analysis model; (2) develop job model; (3) specify knowledges and skills; (4) determine instructional objectives; (5) construct training program; (6) develop proficiency test; and (7) evaluate training program. This seven-step model can be used by vocational educators as well as military trainers to develop curriculum. The human resources contractor also developed a package of literacy training materials for the Army that was subsequently selected by the U.S. Office of Education's Right-to-Read Office as one of the 12 outstanding such programs in the nation. (KC)

ED 205 785 CE 029 805

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Fiberglass Technician. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 81
Contract-R-33-10-C-0442-400; R-33-21-J-0542-400
Note-194p.; For related documents see note of CE 029 793.
Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Education, Curriculum Guides, Labor Relations, *Plastics, Student Evaluation, Technical Education, Vocabulary, *Vocational Education, Woodworking
Identifiers-*Bilingual Materials, *Fiberglass

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on fiberglass technician. This program covers 12 instructional areas: orientation, safety, introduction to fiberglass-reinforced plastics, hand lay-up, introduction to equipment operation, chopper operation, gel-coat equipment, finish and repair, mold-making, quality control, woodworking, and industrial relations. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the hand lay-up section, a student should be able to (1) identify and explain the use of lamination tools and materials, (2) prepare a mold, and (3) laminate the mold. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning fiberglass technology in English, Spanish, and Laotian. (CT)

ED 205 823　　　　　　　　　　　　CE 029 900

Eschenmann, K. Kurt
Curriculum Designs for CETA Service Recipients.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-33p.; For related documents see CE 029 895-906.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum, *Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Curriculum Problems, Educational Cooperation, *Models
Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph reviews the curriculum design process for CETA programs and skill centers. A basic design model is illustrated. The locked step or block curriculum is examined and its advantages and disadvantages for CETA clients are compared. Other curriculum models discussed are the equal parts'' curriculum, regression/progression (academic emphasis), regression/progression (skill emphasis), and flexing curriculum. Curriculum organization and evaluation are also reviewed. (CT)

ED 205 996 CS 206 551

Jew, Wing Tandy, Carol

Using the Want Ads. A Janus Survival Guide.

Janus Book Publishers, Hayward, Calif.
Report No.-ISBN-0-915510-16-2
Pub Date-77
Note-68p.
Available from-Janus Book Publishers, 2501 Industrial Parkway W., Hayward, CA 94545 ($3.10).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising, Elementary Secondary Education, *Functional Reading, Instructional Materials, Job Search Methods, *Newspapers, Reading Difficulties
Identifiers-*Want Ads

Originally intended for students with reading problems, this booklet may also be helpful to anyone who wants to make use of newspaper want ads. The eight teaching units discuss the following topics: (1) purposes for want ads, (2) finding want ads, (3) letting the alphabet help in reading want ads, (4) looking for a job, (5) looking for an apartment, (6) looking for a car or bicycle, (7) writing want ads, and (8) using the local newspaper. The final section of the booklet contains a guide to the phonetic respellings of abbreviations commonly used in want ads. A brief teacher's manual accompanies the booklet. (HTH)

ED 206 168 FL 012 458

Hawkinson, Annie K.

Tanzanian Swahili: Special Skills Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-79
Contract-PC-78-043-1037
Note-248p.; For related documents see FL 012 457-460.
Available from-The Experiment in International Living, Brattleboro, VT 05301.
Language-Swahili; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-African Languages, Agriculture, Bantu Languages, *Cultural Education, Folk Culture, Health, Legends, Politics, Postsecondary Education, *Reading Skills, *Second Language Learning, *Swahili, Uncommonly Taught Languages, *Vocabulary Skills
Identifiers-Peace Corps, *Tanzania

This handbook contains two types of materials: (1) texts in Swahili with English translations, and (2) vocabulary lists. The introduction of the book provides numerous suggestions for using the texts and lists to expand vocabulary, improve ability in using grammatical structures, developing writing and speaking ability, and improving listening comprehension skills. The handbook is divided into four sections: (1) culture, a collection of folktales; (2) health-related information; (3) articles on Tanzanian agriculture; and (4) articles on politics included specifically to help the volunteer learn to read the newspaper in Swahili and to talk about politics. The book is illustrated with pen-and-ink drawings. (AMH)

ED 205 681 CE 029 475

Potential Roles of Vocational Education in Improving the Productivity of the Workforce.

Illinois Univ., Urbana. Coll. of Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jul 81
Note-122p.; For a related document see CE 028 786.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Business, Economic Factors, *Educational Needs, Employment Patterns, Influences, Labor Force, *Labor Force Development, Population Distribution, Postsecondary Education, *Productivity, *School Role, Secondary Education, *Socioeconomic Influences, *Vocational Education
Identifiers-Entrepreneurship, *Impact, Small Businesses

This monograph is a report on the impact vocational education can have on improving worker productivity. Specifically, the monograph presents a discussion of the relationship between vocational education and productivity and identifies potential areas of impact. The first chapter discusses the concept of productivity and its relationship to vocational education and training. Chapter 2 focuses on the changing characteristics of the workforce, examining various subpopulations, the educational level and expectations of workers, and implications for productivity and vocational education. Chapter 3 presents a discussion of the various types of vocational education and training and their potential impact on productivity, while the fourth chapter considers the effect on productivity of adjustments in organizational structures and discusses the role of vocational education in these adjustments. Chapter 5 discusses the relationship between small businesses and increased productivity and identifies target groups that would benefit from entrepreneurship education. Discussed next is the importance of establishing cooperative efforts among vocational education, the private business sector, and federal employment and training programs to increase productivity. Finally, chapter 7 discusses the future implications for productivity and vocational education related to economic and demographic trends such as a decentralized population, the geographic shift in population from the North to the South, moving from a national to a local economy, problems in measuring productivity, and restructuring from an industrial society. (KC)

Clayton, Kermeta

High School Consumer and Homemaking Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0538
Note-206p.; For related documents see CE 029 740-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, *Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *High Schools, *Home Economics, *Homemaking Skills, Minority Groups, Nutrition, Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers high school consumer and homemaking education. (KC)

ED 205 804 CE 029 857

Resources in Vocational Education. Volume 14, Number 3, 1981-82. Selected Abstracts from ERIC.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-051MH10012

Pub Date-81

Contract-300-78-0032

Note-129p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, Career Education, Continuing Education, Disabilities, Educational Finance, Educational Needs, Educational Philosophy, Educational Planning, Educational Policy, *Educational Research, *Educational Resources, Females, Higher Education, *Instructional Materials, Minority Groups, Postsecondary Education, Program Administration, Program Development, Program Effectiveness, Program Implementation, *Publications, Research Projects, Secondary Education, Students, Teachers, *Technical Education, *Vocational Education

Identifiers-*ERIC

This issue consists of 246 resumes relating to vocational and technical education research and development products and projects. Selections were made from the input of the ERIC Clearinghouse on Adult, Career, and Vocational Education as represented in the June through November 1980 Resources in Education.'' Topics covered in the resumes include program administration, costs, development, effectiveness, implementation, evaluation, and improvement; special populations, such as minorities, females, and the handicapped; career education, choice, change, development, and counseling; cooperative, competency-based, and experiential learning programs; coordination; educational needs, assessment, policy, practices, and research; employment programs; student attitudes and needs; teacher and administrator attitudes and educational attainment; secondary and postsecondary education; and youth employment. Document abstracts are presented in order of ERIC document (ED) number. A subject index, an institution index, and information for ordering documents follow the abstracts. (MN)

ED 205 866 CG 015 357

Schwarz, Norbert Clore, Gerald L.

Mood, Misattribution, and Judgments of Well-Being: Informative and Directive-Effects of Affective States.

Spons Agency-Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).

Pub Date-Apr 81

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981). Tables are of marginal legibility.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Affective Measures, *Attribution Theory, *Cognitive Processes, *Emotional Response, *Expectation, Influences, Locus of Control, Motivation, Psychological Patterns

Identifiers-*Moods, *Well Being

The role of affect in information processing has recently received attention, and several possible influences of affect have been suggested. The informational and directive effects of affect were investigated with subjects (N 61) who either described events in their recent past that made them feel good, described events that made them feel bad, or gave no description of life-events. Additionally, subjects expected to be put in either a good or a bad mood as a result of an external factor, or had no expectations concerning their mood. Describing positive life-events increased reported happiness and life satisfaction relative to a control group, while describing negative life-events decreased the indices of well-being. The impact of describing negative events was eliminated when subjects expected to feel bad due to an external influence, but was nonsignificantly increased when subjects expected to feel good because of an external influence. Subjects describing positive life-events were not affected by mood expectation manipulations. Results suggest that persons use perceptions of their affective states in judgments of well-being, and that affective states have a directive effect on the search for and use of information. (Author/NRB)

ED 205 887 CG 015 379

Daniels, M. Harry Boss, Richard D.

Illinois Career Guidance Handbook.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 81
Contract-ISBEAVTE-R-34-21-D-0312-314
Note-521p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Career Guidance, *Career Planning, Employment Opportunities, Guidance Personnel, *Guidance Programs, *Job Placement, *Occupational Information, *Program Development, Program Evaluation, Secondary Education
Identifiers-*Illinois

This guide is designed to assist guidance personnel responsible for planning and implementing career guidance programs through use of a systems approach. The topics focus on employment outlooks, job placement, apprenticeship opportunities, computerized guidance, and laws affecting career guidance. The organization of this handbook parallels the responsibilities associated with designing and implementing a career guidance program by following a planning-implementation-evaluation cycle. Each chapter is divided into sections which represent structural components of specific guidance program steps. The contents are cross-referenced section by section; most sections contain lists of relevant procedural and contextual issues associated with career guidance. The appendices provide a large array of resource materials to further aid guide users. (Author/NRB)

CS

ED 205 910 CS 006 208

Lauterborn, Robert F.
Reading: Why Industry Cares and What One Company Is Doing about It.
Pub Date-81

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Literacy, Basic Skills, *Business, Industry, Job Performance, Job Skills, *Literacy Education, Postsecondary Education, Program Descriptions, *Reading Improvement, *Skill Development, *Writing Skills

Illiterate workers in industrial jobs can endanger themselves and fellow workers by misreading warning signs and can cost companies millions by misreading instructions. The problem of literacy is also apparent in offices, where often dictated correspondence must be retyped at least once because of errors. Of 800 companies surveyed, 35% felt they had to supplement their employees' education with basic English and business writing courses. A major paper company has taken similar approaches to solving the problem of employee illiteracy, with financial grants to education, by underwriting a teaching manual, and by sponsoring reading and writing programs across the country. The company's major program is a series of two-page ``how-to'' articles, written by famous people on reading and writing subjects and run as paid space in youth-oriented publications. A pretest of the project proved that young people were very interested in this kind of self-help, including college students and recent graduates, and teachers. Surprisingly, the audience preferred articles written by qualified but less familiar people to those by famous people such as television and movie actors. Subsequent subjects covered in articles in this successful program included how to read classic literature, and will include poetry in spite of a demand for more career oriented articles. (HTH)

ED 205 931 CS 006 233

Helfeldt, John P.

Future Trends of Diagnosis and Instruction in the Primary Grades.

Pub Date-Jun 81
Note-30p.; Paper presented at the Annual Meeting of the Conference on Reading (34th, Cullowhee, NC, June 21-26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Ability, Cognitive Style, *Educational Trends, Elementary Education, *Neurolinguistics, Primary Education, *Reading Diagnosis, *Reading Instruction, *Sensory Integration, Sex Differences

Future assessments and instruction in reading in the primary grades will shift from a task oriented analysis toward a learner centered analysis designed to determine what the learner contributes to his or her own learning. Thus a cognitivistic-mentalistic'' rather than a behavioristic analysis of the reading act will occur. However, future instructional trends will not and should not eliminate the positive attributes of the structure of scope, sequence, and pacing that are inherent in various basal reading programs. Diagnosis and instruction may be influenced by what we learn about factors such as specialized brain functioning, auditory-visual integration, bioneurological differences between boys and girls, and cognitive style. Instruction will be differentiated by factors related to what an individual can learn and how the individual might learn most efficiently, rather than by when instruction should'' occur. Though traditional diagnostic procedures will continue to dominate the educational setting, the enriched perspective that may result from the understanding of learning factors such as auditory-visual integration abilities may help us to understand the more difficult cases of reading problems where individuals were unable to originally develop particular skills or could not take advantage of subsequent concentrated instructional activities aimed at teaching these skills. (HOD)

ED 205 953 CS 206 360

Rubin, Alan M.

The Interactions of Television Uses and Gratifications.

Pub Date-Aug 81

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Behavioral Science Research, *Behavior Patterns, Habit Formation, Individual Characteristics, Information Seeking, *Motivation, *Need Gratification, Programing (Broadcast), *Television Research, *Television Viewing

Identifiers-*Media Use

Data from 464 adults were analyzed to provide a more heuristic paradigm for mass communication uses and gratifications research in a study of the interactive nature of television viewing motivations, viewing behavior, and attitude gratifications. Factor analysis located five principal television viewing motivations: passing time, information, entertainment, companionship, and escape. Canonical correlation analysis identified two viewer types. The first viewer type the one who used television out of habit, to pass the time, and for entertainment exhibited sizable levels of television viewing, affinity (the importance of television in the life of the respondent), and realism (how realistic the television portrayals were perceived to be). The second viewer type used television to seek information or to learn, but not for escape. This motivational pattern resulted in overall higher levels of television viewing, particularly of talk-interview, news, and game show programs. Multiple regression analyses indicated that motivational structures of television viewing were useful in explaining television viewing levels, affinity, and realism. (Author/RL)

ED 206 060 EA 013 782

King, Nicki
The Role of School Administrators in Staff Development.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-6536
Pub Date-Sep 80
Note-18p.
Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA, 90406 ($3.00).
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, *Administrator Role, Elementary Secondary Education, Inservice Education, *Staff Development, Superintendents

A recently completed study of staff development provides the basis for an overview of the staff development process as observed in 16 districts and a description of the roles central office administrators usually assume. The staff development process includes needs assessment and program planning, delivery, and evaluation. While the vast majority of staff development programs are directed to teachers, they are sometimes also provided for administrators, principals, counselors, or community members. Administrators generally adopt the role of decisionmaker, trainer, or facilitator. The roles are not mutually exclusive, and some administrators fill all three. There is a fourth role that administrators could assume that of participant. Lack of direct participation by central office administrators perpetuates conditions detrimental to effective staff development: it encourages administrators to view staff development as remediation, and it allows administrators to absolve themselves of responsibility for what goes on in the classroom. (Author/WD)

ED 206 147 EC 140 001

Feldman, David

The Responses to Written Language by Mildly and Moderately Mentally Retarded Adolescents.

Pub Date-May 81
Note-37p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (105th, Detroit, MI, May 29, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Family Influence, *Mild Mental Retardation, Miscue Analysis, *Moderate Mental Retardation, Oral Reading, Parent Attitudes, Reading Comprehension, *Reading Skills, Student Attitudes, Writing (Composition), *Writing Skills, *Written Language

The reading and writing behavior of seven mildly mentally retarded and 12 moderately retarded adolescents was analyzed. Data were collected in the classroom on 11 language tasks, including drawing, forming letters and numbers, and performing general print production. Ss were also asked to answer historical/experiential questions and conceptual/qualitative questions about reading and writing. Ss' book handling knowledge and oral reading skills were also examined. Attitudes toward reading and writing, parental attitudes and models of reading, and the relationship between language and home environment was noted. Miscue analysis was also performed. Among research findings were that the home did not appear to be an instrumental factor in acquiring and using reading skills in the Ss; although all moderately retarded Ss could reproduce writing expected of them in a particular program, none could produce meaningful or original thought through written language; and the reading comprehension of the mildly retarded Ss was heavily dependent on sight word identification and utilization of the graphophonemic language cue system. Thirteen implications included the need to infuse a practical awareness of reading and writing in the home environment, the importance of meaningful reading and writing to students, and the value of observing adults, siblings, and friends gain pleasure from reading. (CL)

ED 206 208 HE 013 702

Gamson, Zelda F. And Others

Symbolism and Survival in Developing Organizations: Regional Colleges in Israel.

Pub Date-Mar 81

Note-38p.

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Role, Educational Demand, *Educational Development, *Educational History, Foreign Countries, *Higher Education, Institutional Characteristics, Organizational Change, *Organizational Climate, Organizational Theories, Regional Schools, School Organization, Student Needs

Identifiers-*Israel, *Kibbutzim

The origins and early history of a system of regional colleges in Israel are analyzed in the context of an emerging postsecondary system, based on the work of John Meyer and others who look at the institutional side of organization. It is argued that the terms used to define legitimacy, as well as who defines it, are crucial issues in the institutionalization of educational organization, especially colleges and universities. In such organizations, symbolism is more important than efficiency, and this is especially true when there is disagreement about the identity and definition of the organizations among resource providers. For years, the assumption among kibbutz members was that studying for itself was more important than gaining credentials and degrees, although the kibbutz sent members who showed special talents in the arts or who desired specialized education to institutions of higher education. The climate was right for the establishment of regional colleges with the kibbutz, the Ministry of Education, and local authorities. Almost from the beginning the regional colleges operated both as centers for continuing education and as university extension centers. When the first regional college opened in the mid-1960s, its leadership and management came almost exclusively from the kibbutzim. Developments that led to the withdrawal of full support from the kibbutz movement are traced. The regional colleges became intertwined with five separate major organizations, each of them highly institutionalized but without a strong basis for working together. (SW)

ED 206 225 HE 014 246

King, Richard A.

The Crisis in Higher Education: Facing Reduction and Financial Exigency.

Pub Date-Apr 81
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, College Faculty, College Students, Comparative Analysis, Declining Enrollment, Expenditures, *Financial Policy, Financial Problems, Fund Raising, Higher Education, *Personnel Policy, Policy Formation, *Private Colleges, Reduction in Force, *Retrenchment, School Surveys, *State Colleges, Student Recruitment, Teacher Dismissal
Identifiers-*Institutional Survival

The development of policy to respond to reduction and financial exigency in higher education was studied, based on a survey of presidents of 19 public and 35 private colleges and universities. In addition to assessing policy development, the survey was directed to efforts to increase enrollments and revenue and to reduce expenditures and criteria for the retrenchment of faculty and staff. Fifty-nine percent of the respondents indicated that informal policies were implemented or that formal policy was being developed regarding reduction of expenditures. In contrast, formal policy related to financial exigency was in effect at 63 percent of the public and at 31 percent of the private institutions. Additionally, 30 percent indicated that exigency policy was being developed. Most institutions indicated that they would increase recruitment efforts to offset enrollment declines, and other possible responses included combining programs or merging institutions, adding or deleting program offerings, and altering institutional missions or goals. Approximately 90 percent of institutions that have experienced or expect reductions in funding indicated that increased development activities was or will be a priority action, seeking grants and gifts to supplement other revenue. Other methods to increase revenue and methods to decrease expenditures are assessed, as is the impact that a reduction of personnel would be likely to have on instructional and support staff. Criteria for the retrenchment of faculty appeared to be based primarily on program needs. Seniority received a high priority among public institutions, while performance was given to private colleges. Internal policy development and external cooperation among public and private institutions are suggested to enhance institutional survival. (SW)

ED 205 845 CG 015 336

Galliano, Grace

Achievement Behavior, Achievement Motivation and Related Variables: A Study of Age and Sex Differences.

Pub Date-Mar 81

Note-60p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981). Figure 1 is of marginal reproducibility. Best Copy Available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Need, *Age Differences, Anxiety, College Students, Competition, *Fear of Success, Females, Higher Education, Homemakers, *Locus of Control, *Motivation, Reentry Students, *Sex Differences, Underachievement

While early studies of achievement motivation focused on young men, more recent studies have focused on women's motivation to achieve. Five groups were compared on achievement motivation and achievement-related variables: Women (ages 30-50) who were either homemakers, applicants accepted at college but not attending, or returnees enrolled in degree programs, and male and female college students (ages 18-24). Subjects were evaluated on mastery, work orientation, competitiveness, personal unconcern, locus of control, need for affiliation, problem-score (perceptions of achievement-inhibiting external problems), and support-score (perceptions of achievement-facilitating supports). No differences among the groups were found on tests involving comparisons of individual variables. Negative relationships were found between need for affiliation and work orientation for college women, and between problem-score and work orientation for homemakers. A positive relationship was found between problem-score and locus of control for applicants. A discriminant analysis revealed three dimensions on which the groups differed: (1) returnees were highly differentiated on problem-score; (2) college women and college men were highly differentiated on work orientation and locus of control; and (3) homemakers and returnees were highly differentiated on support-score, need for affiliation, and competitiveness. (Author/NRB)

ED 205 974 CS 206 510

Adler, Keith

Explanatory Power in Advertising Research: Differences between Management and Theoretical Perspectives.

Pub Date-Aug 81

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising, *Communication (Thought Transfer), *Communication Research, Instruction, Research Methodology, Research Needs, *Theories

Noting that debates between theoreticians and practitioners of advertising are as old as the discipline itself, this paper discusses the logics of research for each group in order to identify strategies of research for both practitioners and researchers that will result in a satisfactory explanation of how advertising works. The various sections of the paper discuss (1) the problem of causality that forms the basis of the differences between theory and practice in advertising; (2) the management approach to research, which is based on sufficiency logic; (3) the theoretical approach to research, which is based on explanation; and (4) the requirements for an interactional theory. The paper concludes with recommendations for areas of future research. (FL)

ED 206 102 EA 013 881

Due Process Hearing Handbook.
Oregon State Dept. of Education, Salem.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jan 80
Note-71p.; Some pages in appendices may be illegible.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities, *Due Process, Elementary Secondary Education, Equal Protection, Federal Legislation, *Hearings, Records (Forms), State Legislation, Student Rights
Identifiers-Education for All Handicapped Children Act, Oregon, Surrogate Parents

Seeking to inform hearing officers in Oregon of due process procedures in cases involving handicapped students, this handbook describes the rights and obligations of parents and school districts, the legal basis for such hearings, and the steps involved in the conduct of hearings. The handbook affirms the rights of parents to inspect and copy their child's educational records, to request that such records be amended, or to seek an independent evaluation. Other topics include the appointment of surrogate parents and notice requirements. Specific procedures for conducting hearings are presented, including statement of issues, burden of proof, questioning, objections, and rules of evidence. The appendix includes sample legal forms, and relevant excerpts from the Federal Register, Oregon Revised Statutes, and Oregon Administrative Rules. (JEH)

ED 205 768 CE 029 779

Allen, Keith Fielding, Marvin R.

A Project to Develop an Associate of Science Degree Curriculum in Renewable Energy Resources and Applications in Agriculture. Final Report, July 1, 1980-June 30, 1981.

State Fair Community Coll., Sedalia, Mo.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-Jul 81
Note-97p.; Attachments H and I were removed due to copyright.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agricultural Education, *Agricultural Occupations, *Associate Degrees, Competence, Conservation Education, *Curriculum Development, Educational Needs, Employer Attitudes, Employment Opportunities, Employment Potential, *Energy Conservation, Equipment Utilization, Facility Guidelines, Fuels, Instructional Materials, Job Analysis, Job Skills, Labor Needs, Material Development, Natural Resources, Needs Assessment, *Power Technology, Program Development, Questionnaires, Solar Radiation, Surveys, Two Year Colleges
Identifiers-*Renewable Energy Resources, State Fair Community College MO, Synthetic Fuels

A project was conducted at State Fair Community College (SFCC) in Sedalia, Missouri, to develop an associate of science degree curriculum in renewable energy resources and their application in agriculture. A pilot study, designed to verify and rate the importance of 138 competencies in fuel alcohol production and to ascertain employment opportunities in the area of renewable energy resources and their application in agriculture, was administered to 202 potential employers in fuel alcohol production. Data showed a need for 447 trained people by 1983. As a result of the response to the competencies needs assessment survey, seven new courses were identified for the agricultural energy associate of science degree program (in the areas of agricultural energy production, the chemistry of the energy process, agricultural biology, alcohol fuels, and solar energy), and an agricultural energy program was designed to mesh with three existing agriculture programs currently offered at SFCC. The final stage of the project involved preparation of a final report summarizing employment opportunities, suggested curriculum, and facilities and equipment needed to implement the program. (Attachments to the report include a schematic for a farm-size renewable energy system and the competencies and labor needs assessment questionnaires.) (MN)

ED 205 824 CE 029 901

Manley, Katherine Kelly Berns, Robert G.

Innovative Approaches for Training the CETA Client.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-28p.; For related documents see CE 029 895-906.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Techniques, *Competency Based Education, *Curriculum, Educational Cooperation, *Educational Innovation, Environment, *Individualized Instruction, On the Job Training, Work Experience

Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of the CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph identifies a variety of innovative techniques for individualizing instruction in classroom training as well as in the work experience and on-the-job training plans of CETA. The authors propose that CETA training should (1) provide competency-based activities in all occupational areas with specific tasks and duties listed as required for entry-level employment, (2) provide for individual differences, and (3) allow for open-entry/open-exit into the program activities. (CT)

ED 205 997 CS 206 552

From Newsroom to Classroom: An Introduction to the Newspaper. Fifth Edition.

Palm Beach Newspapers, Inc., West Palm Beach, Fla.
Pub Date- 80
Note-21p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities, Elementary Secondary Education, Journalism Education, *Learning Activities, *Newspapers, *Student Publications, Teaching Guides, Teaching Methods

Intended for use with students at all grade levels, this booklet contains activities for incorporating newspaper study into the classroom. The first section of the booklet contains a week-long teaching unit designed to familiarize students with the format and style of newspapers. The remaining sections of the booklet contain activities designed to teach students how to (1) use the newspaper in conjunction with television and radio, (2) write letters to the editor, and (3) use the advertisements. Suggestions are also provided for devising spelling and grammar lessons from the newspaper and for creating a class newspaper. A copy of a class newspaper is included. (FL)

ED 206 041 EA 013 746

Lawrence, Jerry

Value Engineering. A Working Tool for Cost Control in the Design of Educational Facilities.''

Pub Date-14 Feb 81

Note-24p.; Paper presented at the Annual Meeting of the American Association of School Administrators (113th, Atlanta, GA, February 13-16, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Construction Costs, *Cost Effectiveness, *Educational Facilities Design, Elementary Secondary Education, Facility Case Studies, Facility Guidelines, *Life Cycle Costing

Identifiers-*Value Engineering, Washington

Value Engineering (VE) is a cost optimizing technique used to analyze design quality and cost-effectiveness. The application of VE procedures to the design and construction of school facilities has been adopted by the state of Washington. By using VE, the optimum value for every life cycle dollar spent on a facility is obtained by identifying not only initial costs but also operations, maintenance, and replacement costs. This paper outlines the contents of a manual to be prepared that would assist school districts to implement VE procedures in specific school facilities projects. VE is required for projects with a capital expenditure greater than $1 million in construction costs; its use is optimal on lower cost projects. A VE program requires four participants: the Superintendent of Public Instruction, the school district, the design architect/engineer consultant, and the VE consultant. Their tasks and compensation are discussed. The information required for VE analysis are also listed, including, in general, program design requirements and criteria, the site plan, floor plans and other drawings, descriptions of building systems, an outline of materials specifications, and a cost estimate. The paper closes with a list of possible conflict areas, a glossary of VE terms, and a bibliography. (MLF)

Splittgerber, Fred L. Allen, Harvey A.

A Comparison of Principals' and National Leaders' Perceptions Toward the Middle School.

Pub Date-Mar 81
Note-13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Role, Basic Skills, Curriculum, Educational Facilities, Elementary Secondary Education, *Institutional Characteristics, Leaders, *Middle Schools, National Surveys, *Principals, *Program Attitudes, School Organization, *School Role, Students

Opinions about what makes an effective middle school were elicited by this study in which 153 principals of exemplary middle schools and 35 national leaders of the middle school movement were queried. Questionnaires asked about the functions and characteristics of middle schools regarding (1) students, (2) teachers, (3) principals, (4) curriculum, and (5) facilities and organization. Data analyses included an examination of frequency of responses across the five categories for each item, examination of the mean item responses, intercorrelation and factor analysis of the items, and investigation of the responses aggregated within the five major areas. In addition to revealing opinions regarding each aspect of the middle school, overall findings indicated general agreement among principals and movement leaders within the five subcategories, although both groups responded within the context of their roles, movement leaders being concerned with promoting effective middle schools and principals being concerned with instructional leadership. In addition, principals and movement leaders did not support the national emphasis on training teachers specifically to work with early adolescents nor did they see the need for utilizing research findings in the classroom. All emphasized basic skills but stressed the need for maintaining a balanced curriculum. (Author/JM)

ED 206 124 EC 133 570

Gutierrez, Elie S. And Others
Manual of Sample Procedures for the Implementation of Special Education.
New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.; Southwest Regional Resource Center, Salt Lake City, Utah.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 79
Contract-300-78-0016
Note-302p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Administrator Role, Check Lists, *Disabilities, Due Process, Elementary Secondary Education, Handicap Identification, Inservice Education, Program Evaluation, *Program Implementation, Public Relations, Records (Forms), Resources, Role Perception, *Special Education, Student Evaluation, Teacher Role, Transportation
Identifiers-New Mexico

The manual of role descriptions, flow charts, and sample forms are presented to assist New Mexico education agencies implement special education. Sections cover the following areas: roles and responsibilities, identification of exceptional children and youth, educational appraisal and review committee, special education process, nonbiased assessment, procedural safeguards, program operation, transportation, inservice training, public relations, and program evaluation. Information on resource agencies, a publishers index, record sheets and forms, and a bibliography are also provided. Various checklists and self evaluation forms make up much of the document. Among the materials included are the following: an outline of the roles and responsibilities of parents, principal, teachers, educational diagnosticians, and other specialists/administrators; referral and screening guidelines; questions to ask before testing a child, writing the report, consulting and participating with other individualized education program team members; administrator guidelines regarding confidentiality of records; and a training syllabus for regular education teachers and administrators. (SB)

ED 206 169 FL 012 459

Hawkinson, Annie K.

Tanzanian Swahili: Communication and Culture Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.

Spons Agency-Peace Corps, Washington, D.C.

Pub Date-79

Contract-PC-78-043-1037

Note-346p.; For related documents see FL 012 457-460.

Available from-The Experiment in International Living, Brattleboro, VT 05301.

Language-Swahili; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Bantu Languages, Class Activities, *Communicative Competence (Languages), *Cultural Education, *Dialogs (Language), Postsecondary Education, *Second Language Learning, *Swahili, Uncommonly Taught Languages, Vocabulary Skills

Identifiers-Peace Corps, *Tanzania

This handbook presents a variety of different social and cultural situations in which the Peace Corps volunteer is likely to be involved in Tanzania. It establishes classroom activities that require the students to exchange messages in a way that is appropriate to the context. Generally, new vocabulary and language structures are introduced in the context of a conversation or narrative. The lessons are in both Swahili and English. The text is illustrated with pen-and-ink drawings. (AMH)

ED 206 189 FL 012 493

Opinaldo, Eulanda And Others
Ilokano Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date-Jun 81
Note-163p.
Language-English; Ilocano
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Cultural Education, Educational Objectives, Elementary Secondary Education, Hawaiians, Lesson Plans, Malayo Polynesian Languages, *Second Language Instruction, State Curriculum Guides, *Teaching Guides, Teaching Methods
Identifiers-Hawaii, *Ilocano

This guide expresses the philosophy, goals, and objectives, and outlines the scope and sequence of Ilocano language instruction at various levels for the public schools of Hawaii. It serves as a resource document for the teacher of Ilocano in that it identifies essential skills, suggests areas of emphasis, points out possible problem areas, and proposes solutions to those problems. It also presents a short history of the Ilocano langua de, its phonology and grammar, selected language teaching and evaluation strategies, and an outline of the curriculum for Levels I and II. The four appendices include the grammar of Ilocano, a sample lesson, useful classroom expressions, and references. (Author/AMH)

ED 205 734 CE 029 721

Gentner, Donald R.
Skilled Finger Movements in Typing.
California Univ., La Jolla. Center for Human Information Processing.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.-CHIP-104; ONR-8103
Pub Date-Jul 81
Contract-N00014-79-C-0323
Note-28p.; The research reported in this document was also supported by the Air Force Office of Scientific Research.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Eye Hand Coordination, *Individual Differences, *Psychomotor Skills, *Typewriting

Six skilled typists were studied while they transcribed English text. The typists showed stable patterns of performance, but with significant individual differences among themselves. Inter-keypress latencies for two-finger digraphs (typed by two fingers on the same hand) were particularly variable among typists. Two typists showed large differences in two-finger digraph latencies, but similar overall typing speeds. Finger movement trajectories, determined from analysis of videotapes of these typists, indicated that the differences in two-finger digraph latencies correspond to differences in the independence of within-hand finger movements. A high-speed film of one typist showed that finger movements of this typist almost always overlapped. The starting times of movements were six times as variable as the ending times, suggesting that it is the completion rather than the initiation of the movements that is controlled in skilled typing. These studies demonstrate the importance of considering individual differences in constructing a theory of skilled human performance, even in a highly automatized task such as transcription typing. (Author)

ED 206 020 CS 503 548

Gentile, John Samuel

The Performance Career of Charles Dickens: An Annotated Bibliography.

Pub Date-Aug 81

Note-10p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Authors, *Literary Criticism, *Literature Appreciation, *Oral Interpretation, Primary Sources, *Public Speaking, Reading Aloud to Others, Resource Materials, Story Reading

Identifiers-*Dickens (Charles)

Offered in response to the broad appeal of Charles Dickens's performance career to various disciplines, this annotated bibliography lists 40 resources concerned with Dickens's success as a performer interpreting his literary works. The resources are categorized under books, theses and dissertations, articles in scholarly journals, nineteenth century newspaper reviews, letters to the editor, and bibliographies. (RL)

ED 205 700 CE 029 642

Goetsch, David L.

Computer Aided Drafting Workshop. Workshop Booklet.

Okaloosa-Walton Junior Coll., Niceville, Fla.

Pub Date-81

Note-34p.; Sample drawings will not reproduce well due to small print.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Graphics, *Computer Oriented Programs, *Computers, *Drafting, *Industrial Education, Inservice Teacher Education, Postsecondary Education, Program Implementation, Surveys, Two Year Colleges, *Workshops

Identifiers-*Computer Assisted Drafting

This mini-course and article are presentations from a workshop on computer-aided drafting. The purpose of the mini-course is to assist drafting instructors in updating their occupational knowledge to include computer-aided drafting (CAD). Topics covered in the course include general computer information, the computer in drafting, CAD terminology, CAD hardware, CAD software, CAD benefits, CAD drawbacks and limitations, and approaches for implementing CAD instruction in the classroom. The article reports on a survey of drafting instructors in Florida to determine their specific questions about computer drafting. Questions identified by the instructors as being of concern to them and the answers that were provided for them by sources in business, industry, and education are presented. These 18 questions include: What is computer drafting?, What types of drafting can be done with a computer?, Who develops the programs?, What specific computer-related skills will drafters need?, What topics should be included in a computer drafting course?, How can the drafting instructor best update skills to prepare to teach CAD?, and How can funding be acquired to cover the cost of purchasing a computer drafting system? Four sample drawings are provided. (YLB)

ED 205 717 CE 029 686

The Career Shopper's Guide: A Development Plan Manual for an Employment Resource and Training Service.

Women's Center of Dallas, Tex.
Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-80
Note-379p.
Available from-WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 ($13.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Blacks, Career Change, Career Choice, *Career Guidance, Career Planning, Community Resources, Employed Parents, Employed Women, Employers, Employment, Employment Opportunities, Employment Qualifications, Family Influence, *Females, *Hispanic Americans, Instructional Materials, Job Applicants, Job Application, *Job Search Methods, Job Skills, Mexican Americans, Minority Groups, Models, Needs Assessment, Outreach Programs, Program Development, Program Implementation, Recruitment, Reentry Workers, Self Evaluation (Individuals), Teaching Guides, Teaching Methods, Transfer of Training, Underemployment, Unemployment, Values Clarification, *Workshops

This document is a guidebook for counselors working with Black and Hispanic American women, women reentering the workforce, and underemployed/career-changing women. The material contains workshop designs, activities, checklists, readings, techniques for recruiting women, and other community outreach suggestions. Topics covered included evaluation, developing an employment resource and training service, suggestions for conducting a self-directed job search workshop, and the basic model workshop for employment skill training for the underemployed or career-changing women. Modification workshops are suggested for the minority career seeker, the job seeker, the re-entry woman, the nontraditional job seeker, faculty, and families of women employment seekers. Materials provide a step-by-step procedure for conducting the workshops. Many handouts or forms that can be reproduced and given to participants are included, along with a bibliography. (KC)

ED 205 786 CE 029 808

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Food Service. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-219p.; For related documents see note of CE 029 793.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Behavioral Objectives, Competency Based Education, *Cooking Instruction, Curriculum Guides, *Food Service, Maintenance, Sanitation, Student Evaluation, Technical Education, Vocabulary, Vocational Education

Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on food service. This program is designed to run 24 weeks and cover 15 instructional areas: orientation, sanitation, management/planning, preparing food for cooking, preparing beverages, cooking eggs, cooking meat, cooking vegetables, preparing food for serving, salad, sandwiches, breakfast, soups and sauces, baking, and dining area and kitchen maintenance. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the preparing food for cooking section, a student should be able to (1) season and bread meats, seafood, and fowl for baking, roasting, broiling or frying; (2) trim, cut, or shred fruits and vegetables; and (3) wrap foods for baking. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. In section 3, a listing of technical terms concerning food service are listed in English, Spanish, and Laotian. (CT)

ED 205 867 CG 015 358

Schwarz, Norbert And Others

Attribution of Arousal as a Mediator of the Effectiveness of Fear-Arousing Communications.

Pub Date-Apr 81

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, *Arousal Patterns, *Attribution Theory, Behavior Patterns, *Communication (Thought Transfer), Emotional Response, *Fear, Foreign Countries, Influences, Psychological Patterns, *Smoking, Stimulation

Identifiers-*West Germany

Characteristics of the situation in which a fear-arousing communication is received affect the effectiveness of the communication. The influence of situational factors affecting a recipient's interpretation of the arousal induced by communication were investigated with smokers (N 37) who were exposed to a fear-arousing anti-smoking movie. Prior to viewing the movie, subjects were given a placebo pill described as having either arousing, tranquilizing, or no side effects. Following the movie, subjects completed a questionnaire on smoking behavior. Subjects who expected the pill to have arousing side effects reported less intention to reduce smoking than those who expected no side effects. Those who expected tranquilizing side effects reported more intention to reduce smoking than the no side effects group. During the two weeks following the experiment the number of cigarettes smoked decreased in both the tranquilizing and no side effects groups, but not in the arousing side effects group. Although findings about subjects' intentions were consistent with predictions derived from discounting and augmentation principles, behavioral data showed a discounting effect but no augmentation effect. (Author/NRB)

ED 205 888 CS 005 744

Pacheco, Beth M.

Back to Basic Stories: Literature in a Thematic College Reading Course.

Pub Date-81

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Curriculum, *Course Content, Higher Education, *Interdisciplinary Approach, Literary Criticism, *Literature Appreciation, Reading Programs, *Remedial Reading, *Short Stories, *Thematic Approach

This paper describes a thematically organized interdisciplinary reading course, offers a rationale for including literature in a reading curriculum, and outlines an approach for presenting the short story in the context of a thematic interdisciplinary college reading course. It concludes with a brief discussion of two short stories and provides study guide questions to accompany each story. (RL)

ED 205 911 CS 006 209

McCormick, Christine Mason, Jana

What Happens to Kindergarten Children's Knowledge about Reading after a Summer Vacation? Reading Education Report No. 21.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jun 81

Contract-400-76-0116

Note-25p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, *Beginning Reading, Child Development, Grade 1, *Kindergarten Children, *Knowledge Level, Learning Plateaus, Learning Theories, Prereading Experience, Primary Education, Reading Readiness, *Reading Research, *Vacations

Sixty-six children in three classrooms were tested at the end of their kindergarten year and again at the beginning of their first grade year to determine the effects of summer vacations on the gain or loss of beginning reading skills. The Letter and Word Reading Test, which was based on a developmental model of prereading and beginning reading, indicated that children progressed in their knowledge of how to read commensurate with their level of development. The results were interpreted to indicate that kindergarten children continued to progress in their knowledge about reading without formal instruction. (RL)

ED 205 932 CS 006 234

Shanahan, Timothy

A Cannonical Correlational Analysis of Learning to Read and Learning to Write: An Exploratory Analysis.

Pub Date-81
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Grade 2, Grade 5, Measurement Techniques, Phonics, Reading Comprehension, *Reading Research, *Reading Skills, Relationship, *Spelling, Vocabulary, *Word Recognition, *Writing Skills
Identifiers-*Reading Writing Relationship

A study was designed to measure the relationship between learning to read and learning to write at the elementary school level. Measures of phonics knowledge, reading vocabulary, spelling, reading comprehension, and grammatical and organizational complexity of writing were administered to 256 second grade and 253 fifth grade students. The findings suggested that the reading-writing relationship for children reading below the third grade level is best described as a word recognition-word production (spelling) relationship. For proficient readers, fifth grade level and above, the relationship is more a reading comprehension-prose production relationship. The relationship at this level is based largely on the vocabulary complexity of children's writing. (Author/FL)

ED 205 954 CS 206 389

Nord, David Paul

Working-Class Readers: Using Labor Statistics to Study Newspaper Readership in the Late Nineteenth Century.

Pub Date-Aug 81
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiences, Employment Statistics, Laborers, *Media Research, *Newspapers, Reading Interests, *Social History, *Statistical Data, United States History
Identifiers-*Audience Analysis, Journalism History

Library historians and historians of literacy have been more creative than journalism historians in using individual-level historical data such as deeds, wills, depositions, surveys, and census figures to study reading behaviors of the past. For example, the series of family cost of living surveys conducted in the United States by state and federal bureaus of labor statistics in the late nineteenth and early twentieth centuries can be of great use to journalism historians. These studies of working class family budgets include detailed information on family makeup, income, and expenditures including expenditures on reading materials. A computer analysis of a sample of cotton textile worker budgets taken from an 1889-90 survey found that expenditures for newspapers were associated in interesting ways with family income, region of residence, ethnicity, and family life cycle. The analysis also found some evidence that working class families read newspapers more for diversion or amusement than for educational or self-improvement purposes. (FL)

ED 205 975   CS 206 511

Grotta, Gerald L. Raskopf, Jack

An Analysis of the Impact of Cable Television on the Audiences of Local Television Stations in Three Markets.

Pub Date-Aug 81
Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Audiences, *Cable Television, *Commercial Television, Comparative Analysis, Media Research, *Television Research, *Television Viewing, *Use Studies
Identifiers-Audience Response, *Media Use

A study examined the extent to which the availability of cable television service in a household diverted viewers from local television channels. Questions concerning media use were included in three comprehensive market surveys conducted in three diverse areas. Approximately 1,000 telephone interviews were conducted in the three areas. The findings revealed that cable television has made significant inroads into the viewing audiences of local commercial television stations. Not only has the share of the local commercial television audience dropped to less than half of the households among cable subscribers viewing television during prime time, but the demographics of the audiences that have been diverted indicated that they are comprised of those viewers most sought by advertisers. (FL)

ED 206 061 EA 013 783

Gruenfeld, Elaine F.

Performance Appraisal: Promise and Peril. Key Issues Series No. 25.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Report No.-ISBN-0-87546-088-7

Pub Date-81

Note-68p.

Available from-ILR Publications, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853 ($4.00).

Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Court Litigation, Employees, Equal Protection, *Evaluation Methods, Grievance Procedures, *Job Performance, Motivation, Participation, *Personnel Evaluation, Staff Development

To reveal evolving strategies for and existing problems in performance appraisal, this report summarizes recently published research findings and expert opinions. The first section examines the purposes of performance appraisal in organizations, discusses the relationship of appraisal to the job description, and presents an overview of the basic evaluation techniques available. Section 2 considers the advantages and disadvantages of techniques currently in use, section 3 focuses on the applications of appraisals, and section 4 reviews the issue of employment involvement, covering the management-by-objectives approach, the appraisal interview, the problem of unsatisfactory performance, and a solution proposed by a specialized system of appraisal. Finally, section 5 deals with employee protection, including the effects of equal employment opportunity law on performance appraisal procedures, the new emphasis on privacy of information, and the need for a grievance process. Court cases involving use of performance evaluation from the early 1970s to the present are appended. (Author/WD)

ED 206 103 EA 013 885

Noak, Mary

Recommendations for School Health Education: A Handbook for State Policymakers.

Education Commission of the States, Denver, Colo. Education Programs Div.

Spons Agency-American Council of Life Insurance, Washington, D.C.; Health Insurance Association of America, Washington, D.C.

Report No.-ECS-130

Pub Date-Mar 81

Note-43p.

Available from-State School Health Education Project, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80195.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Role, Board of Education Policy, *Board of Education Role, Curriculum Development, Elementary Secondary Education, *Health Education, *Program Development, State Boards of Education, State Departments of Education

Developed by a special task force, this booklet is meant to define a comprehensive program of health education in the schools and to serve as a resource for the education and health professions. Its ten recommendations to state education agencies and policymakers include promoting school health education programs, providing technical assistance to school districts in developing, implementing, and evaluating such programs, and encouraging federal aid for health education. The manual defines school health education and related terms, suggests a policy statement for state boards of education on health education, discusses the reasons for school health education, describes the field's current status at federal and state levels, and notes recent problems and positive developments. A list of ten content areas recommended by the task force is added, as are the names and addresses of a number of public and private resource agencies. (RW)

Handicapped Children's Early Education Program, Division of Innovation and Development. Final Report, June 1977-August 1980.

Oregon Univ., Eugene. Center on Human Development.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Jan 81
Grant-G007701817
Note-88p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Disabilities, Infants, *Intervention, Mainstreaming, Parent Participation, *Preschool Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Young Children
Identifiers-Handicapped Childrens Early Education Program

The Preschool Program, Center on Human Development at the University of Oregon is described in terms of objectives, rationale, structure, staff, curriculum design, parent involvement, support services, training and dissemination, and research and evaluation. The project has accommodated five major shifts in generally held concepts about young handicapped children, including the general recognition of the need for early intervention, the increased role of the parents, and a greater realization of the infant's competence. Intervention in the behavioral-developmental orientation included classroom programs for infants/toddlers, an integrated toddler class, a toddler class strictly for handicapped children, a preschool class, an integrated kindergarten class, and a public school special education kindergarten class. A home component served underage children or families living too far from the center. Services to parents included educational, social, and advocacy assistance. Research efforts centered on examination of strategies to enhance early developmental processes and evaluation of program effect on the children. Consistent positive progress of enrolled children was demonstrated on standardized and specifically designed instruments. Further, the project provided training for university students and opportunities for onsite research. (CL)

McCormick, Fred C. And Others

A Funding Process to Distribute Federal Vocational Education Dollars in Minnesota According to P.L. 94-482. Final Report, November 7, 1980 through March 14, 1981.

Educational Operations Concepts, Inc., St. Paul, Minn.
Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-Apr 81
Note-83p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Legislation, Educational Planning, *Federal Aid, Federal Legislation, *Financial Support, Guidelines, Models, Postsecondary Education, *Resource Allocation, Secondary Education, *Statewide Planning, *Vocational Education
Identifiers-*Education Amendments 1976, *Fund Application, Funding Formulas, Minnesota

This report details a project to develop a system to distribute federal funds under the Education Amendments of 1976 to all eligible recipients on the basis of annual applications. The first section describes the pertinent federal and state legislation, project scope, and guidelines used to develop the new system. Data sources and the criteria delineated for inclusion in the state plan are discussed in section 2. Section 3 addresses development of the federal funding formula associated with the proposed system for postsecondary and secondary. Application procedures for the distribution of federal vocational education dollars are discussed in section 4. Section 5, on process operationalization, presents 12 recommendations for consideration by the Division of Vocational-Technical Education for short- and long-range planning. Exhibits contained in section 6 include a list of the 12 project work objectives and Model Guidelines for Annual Application. Section 7, titled Federal Funding, provides a compilation of the newly proposed system in a format consistent with the Minnesota State Plan for Vocational Technical Education, including an operationalization of the system of Fund Application and Distribution. (YLB)

ED 205 805 CE 029 860

Glass, J. Conrad, Jr. Knott, Elizabeth S.

An Analysis of the Effectiveness of a Workshop on Aging in Changing Middle-Aged Adults' Attitudes toward the Aged.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Spons Agency-NRTA-AARP Andrus Foundation, Washington, D.C.

Pub Date-Jul 81

Note-167p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Aging (Individuals), *Attitude Change, Demography, Followup Studies, Individual Characteristics, *Middle Aged Adults, Older Adults, Pretests Posttests, *Program Effectiveness, Questionnaires, Sex Role, State Surveys, *Workshops

Identifiers-Kogan Attitudes Toward Old People Scale, North Carolina, Purpose in Life Test

A study examined whether middle-aged adults' attitudes toward persons could be changed in a positive direction through planned educational experiences designed specifically to change attitudes. A sample of 162 middle-aged adults from various sections of North Carolina (89 of whom constituted the experimental group and 79 of whom comprised the control group) participated in the study. Both groups completed the Kogan Attitudes Toward Old People Scale, the Purpose in Life Test (PIL), and a general informative test both before and two to four months after the experiment. While the control group received no instruction, the experimental group participated in a series of six two-hour workshops on aging. The adults' attitudes toward older persons changed significantly in a positive direction following the workshop series, whereas attitudes of those in the control group decreased. Those adults with higher PIL scores held significantly more positive attitudes toward the aged than those with lower PIL scores. Other variables that seemed to be linked to attitudes toward aging include marital status, race, and family income, with unmarried non-white adults with annual incomes above $12,000 having the most positive attitude changes. Recommendations call for further research to examine different age groups and additional variables. (MN)

ED 205 846   CG 015 337

Paludi, Michele A.

Psychometric Properties and Underlying Assumptions of Four Objective Measures of Fear of Success.

Pub Date-1 May 81

Note-33p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI April 30-May 2, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Need, *Fear of Success, *Females, Motivation, Personality Traits, Psychometrics, *Research Problems, Role Perception, *Sex Differences, State of the Art Reviews, Test Reliability, *Test Theory, Test Validity

The fear of success (FOS) construct in the achievement motivation of women was initially written by undergraduates in which the opening sentence described a male or female who ranked first in a medical school class. From these results, an intrapsychic interpretation of FOS was made. Other researchers, who accepted the sex of the cue character as the critical variable, found cultural interpretations. Research examining the variable of cue characters at different positions in class standings has found that both success and failure in competitive achievement situations are differentially perceived and evaluated according to sex and to the degree of success or failure obtained. Studies using such ambiguous cues question the prevalence of FOS imagery. Several objective'' instruments have been developed to tap FOS, e.g., true-false scales, semantic differential items, interview questions, and situation-specific items. Measure reliability and validity of these new tests indicate that each test has its own limitations. Methodological, conceptual, and statistical flaws inherent in FOS research preclude labeling FOS as a motive or a proven personality trait. (NRB)

ED 205 998 CS 206 553

Lisnik, Charron And Others
Maine Newspaper-In-Education: An Activities Book for Educators.
Bangor Daily News, Maine.
Pub Date-79
Note-160p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Class Activities, Elementary Secondary Education,
*Instructional Materials, Language Arts, Mathematics, *Newspapers,
Sciences, Social Studies, Teaching Methods

Because tests have shown that students become more proficient in the areas of language arts, social studies, mathematics, and science by using newspapers in their classrooms, this activities booklet was designed to help educators teach children to use the newspaper to improve their skills. Following a section of suggested guidelines for teachers, the booklet provides a newspaper vocabulary list, shows the step-by-step progression of a news story and describes how advertising becomes part of a newspaper. The next five sections present activities for using newspapers in language arts, social studies, mathematics and science, health and physical education, and creative arts programs. The book concludes with a bibliography of newspaper-in-education materials. (HTH)

ED 206 021 CS 503 549

Keller, Jo

Age-Related Differences in Responses to a Physician's Persuasive Message in an Interpersonal Setting.

Pub Date-May 81

Note-22p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Age Differences, Behavioral Science Research, *Behavior Change, *Communication Research, *Credibility, *Interaction, Middle Aged Adults, *Older Adults, *Persuasive Discourse, Physicians, Young Adults

Identifiers-Authority Figures, *Interpersonal Communication

A study investigated whether older persons as a group are generally more persuaded by high authority figures than are younger persons. The study employed a design that allowed for extensive comparisons among subjects of different ages in terms of their willingness to be persuaded by physicians in interpersonal situations. One hundred-twenty subjects responded to a ten-page questionnaire that, among other things, requested information about age, sex, education completed, living location, religious affiliation and degree of involvement, and size of household. Four different transcripts of hypothetical interpersonal persuasive statements were constructed to represent different combinations of speaker knowledge and trustworthiness. The transcripts provided basic background information and featured a physician who sought to persuade the listener in the story to purchase a particular brand of aspirin. After reading the transcript, each subject responded to a series of questions about the physician's message particularly about its persuasiveness. Results showed that older persons were more likely to adopt new behaviors when highly credible sources told them to do so than were younger persons. Since educational background was not found to be a deciding difference, age appeared to be a primary determinant. (HOD)

ED 206 042 EA 013 759

Walberg, Herbert J.

A Psychological Theory of Educational Productivity.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-678-0090
Note-44p.; This document is Part B of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 760-761, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Academic Aptitude, Aptitude Treatment Interaction, Educational Environment, *Educational Research, Educational Theories, Elementary Secondary Education, Family Environment, *Mathematical Models, *Predictor Variables, *Productivity, Standardized Tests, Teaching Methods

To solve problems of causality and measurement in educational research, this paper combines seven variables into a proposed model of educational productivity on achievement tests. The authors first review psychological models of educational production that relate learning to aptitude and environment, and note that these models do not allow for interaction between the aptitude and environment variables. The authors then describe productivity models in economics and demonstrate that such models are explicit and testable and do allow for interaction among variables. An educational model emulating the economics models is proposed to explain academic achievement on standardized tests. In this model of educational productivity, an equation combines the variables of student ability and motivation, instructional quantity and quality, home and classroom environments, and age. According to the authors, the interaction among the model's variables may explain a number of problems in educational research, including the lack of demonstrable results from instructional innovation or compensatory education, the weak correlations between achievement and instructional time, and the confusion in findings relating aptitude to teaching methods. The paper's final section stresses the need to test the proposed model on long-term empirical data. (RW)

ED 206 209 HE 013 963

Richardson, James T., Ed. Ginsburg, Gerald P., Ed.

Higher Education in Nevada. Nevada Public Affairs Review, Number 1, 1981.

Nevada Univ., Reno. Bureau of Governmental Research.
Pub Date-81
Note-82p.
Available from-Bureau of Governmental Research, University of Nevada, Reno, NV 89557 ($1.00).
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Budgeting, College Faculty, *College Role, Communications Satellites, *Community Colleges, Comparative Analysis, Computer Science Education, Continuing Education, *Educational Finance, Educational History, Educational Policy, *Educational Technology, Financial Support, General Education, *Graduate Study, *Higher Education, Medical Education, Professional Education, Regional Cooperation, Research Projects, State Universities, Teacher Salaries, Technological Advancement, Telecommunications, Trend Analysis, *Undergraduate Study, Upper Division Colleges
Identifiers-*Nevada, University of Nevada Las Vegas, University of Nevada Reno, Western Interstate Commission for Higher Education

The state of higher education in Nevada is addressed in 14 papers presented in the Nevada Public Affairs Review.'' In addition to considering past, present, and future trends in higher education, comparisons are made to higher education in other states, and the university and community college segments are examined. Contents are as follows: Nevada Higher Education and the Carnegie Report'' (John P. Marschall and Robert L. Johnson); The State of the University: UNR in 1980'' (Joseph N. Crowley); Strategies for the Eighties: Undergraduate Education for Tomorrow's Leaders'' (Richard O. Davies); Graduate Education in Nevada'' (R. D. Burkhart); The Crisis in Values: Report of a UNR Conference'' (James W. Hulse); A History of the Community College Movement in Nevada'' (John A. Caserta); The Future of Community College Education in Nevada'' (Judith S. Eaton); The Comprehensive Community College'' (James Eardley); WICHE and Professional Education in Nevada'' (Don W. Driggs); Computers in Higher Education: The Next Decade in Nevada'' (Allen H. Brady); Educational Telecommunications in Continuing Education'' (Rovert E. Dickens); The History of Budget Formula Development for Nevada Universities'' (James T. Richardson and K. Donald Jessup); Support for Higher Education in Nevada'' (Owen Albert Knorr and Kari Coburn); A Decade of Decline in Faculty Salaries'' (Alfred W. Stoess); and Higher Education Policy: A Bibliography'' (Thomas Stauffer). (SW)

ED 206 226 HE 014 248

Alberger, Patricia L., Ed. Carter, Virginia L., Ed.
Communicating University Research.
Council for Advancement and Support of Education, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 81
Note-239p.; Handbook is an outgrowth of a major national conference on Communicating University Research (October 1980) sponsored by CASE, five other educational associations, and the NSF Public Understanding of Science program.
Available from-CASE, 11 Dupont Circle, Suite 400, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication Skills, *Credibility, Higher Education, Journalism, Journalism Education, Medical Research, National Programs, News Media, *News Writing, *Professional Continuing Education, *Publicity, Research, *Scientific Research, *Technical Writing, Universities
Identifiers-Controversy

Techniques for science writers are outlined in a handbook designed to help research communicators define their field and to understand better the world of the researcher. It is argued that the public appetite for news about science is considerable and that the public's understanding of science would be fostered through collaboration among researchers, writers, editors, and media professionals. Topics discussed include: the national importance of communicating university research, a public view of science and research, agricultural research, the need to communicate scientific background and not just the new, the emphasis on results instead of the problems, medical research, engineering, computers, journalism, controversial science such as alcohol research and nuclear power, literacy in mathematics, language efficiency, the press conference, science writing for newspapers and television, science magazines, the science writers' network, the scientist as newsmaker, and journalistic credibility and institutional interests. Appended supplemental readings include: Readership and Coverage of Science and Technology in Newspapers and Magazines: Report to the Council for the Advancement of Science Writing'' (Sana Siwolop); Gene Cloning by Press Conference'' (Spyros Andreopoulos); and Science Writers at Work'' (Sharon Dunwoody). Annotated reading lists and other resources are appended. (CC)

ED 205 825 CE 029 902

Berns, Robert G.

Job Development and Placement.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-31p.; For related documents see CE 029 895-906.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Cooperation, Employment Services, *Job Development, *Job Placement, Job Skills, Program Development, *Program Evaluation, *Program Implementation

Identifiers-*Comprehensive Employment and Training Act, Entrepreneurship, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph provides information to CETA personnel responsible for job development and placement to help them perform their jobs effectively. Section 1, job development, discusses job requirements, job restructuring, and entrepreneurship. Section 2, job placement, examines planning for placement, implementing the placement plan, and evaluating the placement function. Concluding the document are a list of recommendations and a summary. (CT)

Schindler-Rainman, Eva Lippitt, Ronald

Taking Your Meetings Out of the Doldrums.

Report No.-ISBN-0-88390-136-6
Pub Date-75
Note-89p.; Not available in paper copy due to small print of original document.
Available from-University Associates, Inc., 8517 Production Avenue, P.O. Box 26240, San Diego, CA 92126 ($8.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, Conferences, Guidelines, Leadership, *Meetings, Participant Satisfaction, *Participation, *Planning, Problem Solving, Programs, Records (Forms), Resource Materials, Role Playing
Identifiers-Agenda Setting

This resource booklet is intended to present a new set of tools and procedures for making meetings more participative. It is aimed at anyone who plans programs, meetings, conferences, classes, workshops, seminars, or conventions from corporation presidents to managers to youth group leaders. Unit 1 identifies some of the issues and problems related to increasing participation in meetings. Unit 2 reviews the similarities and differences among meetings. In unit 3, the steps for designing all types of meetings are listed, and unit 4 presents a checklist of things to remember in planning and conducting a meeting. Resources for improving meetings are presented in unit 5, and traps to avoid in planning and leading meetings are listed in unit 6. Unit 7 contains alternative ways to cope with typical problems. Unit 8 has illustrative designs, instruments, and procedures to use in meetings. Ways to make use of this resource booklet are presented in unit 9, and unit 10 is a selected bibliography. (Author/JM)

ED 206 190 FL 012 494

Seymour, Viveca

Russian Resource Materials Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date-Jun 81

Note-141p.

Language-English; Russian

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiovisual Aids, Class Activities, *Cultural Education, Educational Objectives, Elementary Secondary Education, Geography, History, Instructional Materials, *Russian, *Second Language Instruction, Slavic Languages, State Curriculum Guides, *Teaching Guides

This guide provides the teacher of Russian with helpful background material and activities on the geography of the Soviet Union and the history of Russia as well as its customs, traditions, literary selections, songs, foods, and festivals. In addition to these topics, the introductory chapter outlines a philosophy for teaching and learning Russian language and culture, and program objectives. The final chapters list audiovisual resources, dictionaries, texts, and other resource materials. (AMH)

ED 205 735 CE 029 722

Preparing for Leadership in Industry. State Handbook Utah State VICA Assoc.

Utah State Board of Education, Salt Lake City.

Pub Date-Sep 81

Note-204p.; Some pages will not reproduce well due to light, broken print.

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Citations (References), Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, *Program Development, *Program Implementation, Secondary Education, *State Programs, Statewide Planning, *Trade and Industrial Education, *Vocational Education, *Youth Clubs

Identifiers-Utah, *Vocational Industrial Clubs of America

This handbook is designed to aid Utah trade and industrial education teacher-advisors and student leaders in organizing and running a Vocational Industrial Clubs of America (VICA) club in their high schools. The guide attempts to supply its users with the extra material needed to have a well-organized, -functioning club. Emphasis is on people-oriented skills. The guide is organized in seven sections. Following the foreword and acknowledgments, the third section introduces VICA and traces its evolution in Utah. Section 4 is a guide to the symbolism, creed, goals, and purposes of the club and duties of officers. Sections 5 and 6 explain how a VICA club operates, with instructions on how to form it, and sets forth the program of work that should be undertaken by Utah clubs. Activities are suggested. The last section consists of notes to advisors, including an advisor's guide, hints for hosting VICA meetings, the state VICA association and its constitution, contest rules, course of study for VICA, and a list of reference materials. Lesson plans are included, along with instructional materials suitable for duplication. (KC)

ED 205 752 CE 029 744

Clayton, Kermeta

High School Occupational Home Economics Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Jun 81
Contract-300-79-0538
Note-200p.; For related documents see CE 029 740-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *High Schools, *Home Economics, Homemaking Skills, Minority Groups, Nutrition, *Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, *Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers high school occupational home economics. (KC)

ED 205 955 CS 206 395

Jones, Fredrick

The Newspaper Preservation Act: Is It a Necessary Loophole in Antitrust Laws?

Pub Date-Aug 81

Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competition, Court Litigation, *Federal Legislation, Mergers, *Newspapers

Identifiers-Antitrust Laws, *Joint Operating Agreements (Newspapers), *Newspaper Preservation Act 1970

Decreasing competition between daily newspapers led the United States Congress to pass the Newspaper Preservation Act (NPA) of 1970, providing limited exemption from antitrust laws for newspapers working under joint operating agreements. The bill was passed after the Justice Department successfully brought suit against two Arizona newspapers that had combined advertising, circulation, production, and business departments. Newspapers in 21 other cities were operating under similar agreements, and Congress felt that splitting up other agreements would cause some of the newspapers to fail. Many who are not alarmed at decreasing competition among newspapers have questioned whether newspapers deserve the special exemption, but the NPA has withstood a Constitutional test and has become more defined through judicial interpretation. The Justice Department now must closely scrutinize newspapers applying for exemption under the NPA so that new joint operating agreements do not drive out or prevent the entrance of other newspapers in the marketplace. The effectiveness of the NPA has yet to be determined since only a few papers have applied and since a significant lawsuit involving two California papers has yet to be completed. Used properly, however, the NPA can successfully protect needed newspapers from extinction. (Author/HTH)

ED 205 976 CS 206 512

Fletcher, Alan D. Vanden Bergh, Bruce G.

Metropolitan Magazine Boom Continues, but Problems Remain.

Pub Date-Aug 81

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, *Media Research, *Metropolitan Areas, *Periodicals, *Problems, Publishing Industry

Identifiers-Circulation (Publications), *Regional Magazines

The publishers and editors of 61 metropolitan or regional magazines responded to a questionnaire designed to assess the current state of the local magazine market. Most of the respondents cited the community pride'' theme as the biggest reason for the rapid increase in popularity of local'' magazines, and the fact that the affluent and educated audience was very attractive to advertisers. Poor local news coverage by newspapers and television was also cited as a reason for the growth of such publications. Respondents also cited several major problems facing local magazines, including competition for advertising and circulation from newer publications entering the market and the difficulty of attracting national advertising. Rising costs and difficulty in attracting competent writers were also reported as problems. In response the question of what they were doing to solve some of these problems, most publishers mentioned increasing sales efforts, educating advertisers about their product, and upgrading the quality of their magazines. They also planned to study reader interests, and explore ways to cut costs. (HTH)

ED 206 062 EA 013 785

First, Joan McCarty, Ed. Mizell, M. Hayes, Ed.
Everybody's Business. A Book About School Discipline.
American Friends Service Committee, Columbia, S.C. Southeastern Public Education Program.
Pub Date-80
Note-227p.
Available from-Southeastern Public Education Program, 1338 Main St., Suite 501, Columbia, SC 29201 ($7.50).
Pub Type- Books (010) - Reports - Descriptive (141) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Behavior Problems, Case Studies, *Classroom Techniques, Data Analysis, Data Collection, *Discipline, *Discipline Policy, Elementary Secondary Education, Measures (Individuals), Nontraditional Education, Self Control
Identifiers-*Richland School District 1 SC

Intended for those who want to reduce disruptive behavior in elementary and secondary schools, this book argues that children must be held responsible for their actions and prefers self-discipline to imposed discipline that evaporates when authority is absent. Schools need to take greater initiative in teaching students responsibility and giving them opportunities to exercise it. Parents, teachers, principals, students, school board members, and others concerned all have a role in teaching as well as modelling responsible behavior. To guide these groups in their endeavors to improve student discipline, the book provides a discussion of the causes, expectations, and choices involved in discipline problems; reviews case studies of nontraditional approaches that have succeeded, at least in part, in secondary and elementary schools; and offers strategies for change and data collection techniques for local districts to use. A chronicle of the experiences of Richland School District #1, Columbia (South Carolina), in assessing the state of discipline in its schools serves as an example for a discipline improvement program and includes recommendations and instruments used for observation and analysis. The Discipline Policies Needs Assessment Instrument, The Discipline Context Inventory, and an annotated resource list offer further alternatives to readers. (WD)

ED 206 125 EC 133 571

National Directory of Centers and Services for Deaf-Blind Children and Youth.
Southeast Regional Center for Deaf-Blind Children, Talladega, Ala.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.
Pub Date-Jun 80
Note-110p.
Available from-Southeast Regional Center for Deaf-Blind Children, P.O. Box 698, Talladega, AL 35160 (Free).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Deaf Blind, Regional Programs, *Resource Centers, Resources, State Programs

The directory provides information on multi- and single state centers which provide resources serving deaf blind children and youth. Listed are centers and Mid-Atlantic-North and Caribbean, Midwest, Mountain-Plains, New England, South Atlantic, South Central, Southeast, and Southwest regions. Also noted are single state centers for Alaska, Colorado, Illinois, Ohio, Oregon, Pennsylvania, Texas, and Washington. Usually provided is the program address, contact person, type of program, number of children registered as deaf blind, and phone number. Also included is a list of resources which cover such areas as teacher training, newsletters and periodicals, materials, correspondence courses, rehabilitation services, and financial assistance. (SB)

ED 206 170 FL 012 460

Clark, Raymond C. Hawkinson, Annie K.

Tanzanian Swahili: Teacher's Handbook. Peace Corps Language Handbook Series.

School for International Training, Brattleboro, Vt.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-79
Contract-PC-78-043-1037
Note-143p.; For related documents see FL 012 457-460.
Available from-The Experiment in International Living, Brattleboro, VT 05301.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-African Languages, Bantu Languages, Class Activities, *Cross Cultural Training, Lessonplans, Postsecondary Education, *Second Language Instruction, *Swahili, *Teaching Guides, Uncommonly Taught Languages
Identifiers-Peace Corps, *Tanzania

This teaching guide is designed to accompany the three Peace Corps students' books in Tanzanian Swahili. Its goal is to help the native speaker understand the American volunteers' viewpoints and to provide detailed information on methods and techniques for teaching the Swahili language and Tanzanian culture. The guide has three parts: (1) an introduction explaining the purpose and organization of the course; (2) a discussion of teaching techniques, which includes an introduction to the students' books and detailed techniques for the various parts of those books; and (3) lesson notes for the Communication and Culture Handbook'' and the Grammar Handbook.'' (AMH)

ED 205 701 CE 029 644

Kenneke, Larry J. Suzuki, Warren N.
Promising Practices in Oregon Career and Vocational Education. Revised.
Oregon State Dept. of Education, Salem.; Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
Pub Date-Jun 81
Note-66p.; For related documents see ED 130 140 and ED 162 157.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agricultural Education, Business Education, *Career Awareness, *Career Education, Career Exploration, *Career Guidance, Community Colleges, Community Resources, Computer Assisted Instruction, Consumer Education, Curriculum Development, Delivery Systems, Disabilities, Educationally Disadvantaged, *Educational Practices, Elementary Secondary Education, Guidelines, Health Occupations, *Job Training, Mathematics Instruction, Music, Outcomes of Education, Postsecondary Education, Reading Programs, Reading Skills, Success, *Vocational Education, Work Experience Programs
Identifiers-*Oregon, Supportive Learning Environments

This handbook of promising practices in Oregon career and vocational education contains descriptions of 46 practices in the areas of career awareness, career exploration, career preparation, and career specialization. Practices are reported according to the following format: topic, intended users, purpose, available products, resources needed, and source. Discussed in the section on career awareness are practices relating to career awareness curriculum kits, guidelines for integrating career and consumer education with reading programs, parent and community resources to develop elementary school programs, and infusing career education into the school curriculum. Integrating career education into junior high school curriculums, career information delivery systems, programs for the deaf, rural cooperative programs serving academically disadvantaged students, and computer-assisted career explorations are covered. Topics examined next include building reading and mathematics skills; implementing mainstreaming and cooperative work experience programs for the handicapped; exploring careers in music, business, and agriculture; evaluating secondary programs; developing job search and placement programs; and eliminating sex stereotyping and increasing non-traditional enrollments. Special support services and programs at the community college level for academically disadvantaged and handicapped students are described. (Earlier editions of the handbook are available separately through ERIC see note.) (MN)

ED 205 769 CE 029 780

Denker, Robert Stewart, Bob R.

Dissemination and Implementation of a Financial Management Program for Adult/Young Farmers in Vocational Agriculture Programs in Missouri. Final Report.

Missouri Univ., Columbia. Dept. of Agricultural Education.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-23 Jun 81
Note-358p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Adult Farmer Education, Adult Vocational Education, Agricultural Education, Behavioral Objectives, Curriculum Development, Farm Accounts, *Farm Management, Individualized Instruction, Information Dissemination, *Money Management, *Program Development, *Supervised Farm Practice, Tests, Units of Study, Workshops, *Young Farmer Education
Identifiers-Missouri

In addition to an eight-page narrative, this final report contains materials and products from phase 2 of a project to develop, disseminate, and implement a three-year sequenced individualized and group instructional program in financial management for adult/young farmers in vocational agriculture. The narrative section discusses the four project objectives and findings/conclusions. These activities are described: dissemination of phase 1 findings and materials to adult educators of vocational agriculture through 30 workshops; teacher implementation of Unit I of the Farm Business Management Analysis program in 47 schools; development of Unit II, Analyzing the Farm Business; and identification of computer decision-making programs. Attachments include workshop materials, including evaluation; evaluation instruments for Unit I and responses; and Unit II. This 377-page unit contains 10 self-contained lessons with material for the monthly classroom session and on-the-farm instructional activity. Topics include tax planning and management, cash flow analysis, crop and livestock enterprise analysis, credit utilization, profit/loss analysis, and machinery, equipment, and building cost analysis. Major components of each lesson are review, objective, motivation, key points, introduction of information, group discussion, conclusions, announcements, social, on-the-farm instruction, and teaching materials (transparencies, handouts, etc.). Quizzes appear after most lessons. (YLB)

ED 205 868 CG 015 359

Fitzmahan, Don L Roberts, Clay

Drinking, Driving and Deciding: An Alcohol Module for Traffic Safety Education.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-Washington State Commission on Traffic Safety, Olympia.

Pub Date-May 80

Note-221p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Alcohol Education, Behavioral Objectives, *Decision Making, *Drinking, *Driver Education, High Schools, Learning Modules, Lesson Plans, Minicourses, *Student Responsibility, Teaching Guides, Teaching Methods, *Traffic Safety

This paper presents an alcohol-traffic safety education module which suggests a variety of teaching approaches to help students make responsible decisions about alcohol usage and driving. This instructor's guide contains a set of instructional materials designed to assist driver education instructors in making alcohol education relevant and interesting to students. The guide is divided into four-hour, six-hour, and eight-hour mini-courses consisting of class sessions, each with two optional lesson plans, which have the same objectives but use different teaching methods. Each lesson plan has a: (1) focus'' section indicating the course objective; (2) prep'' section containing a list of instructor preparations; and (3) lesson outline with resources, step-by-step procedures, and evaluation methods. Following each lesson plan are master copies of lesson handouts which can be duplicated and distributed to students. A resources supplement is included with basic background information upon which the lessons are based. (Author/NRB)

ED 205 889 CS 006 106

Pillar, Arlene M.

Dimensions of the Development of Moral Judgment as Reflected in Children's Responses to Fables.

Spons Agency-National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date- 80

Note-40p.; Research prepared at New York University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Development, *Concept Formation, *Developmental Stages, Elementary Education, Elementary School Students, *Fables, *Moral Development, Psychological Studies, Reading Processes, *Reading Research

Identifiers-Kohlberg (Lawrence), *Piagetian Theory

A study was conducted to determine if the responses of elementary school children to questions about the moral dilemmas in fables would reflect developmental trends in moral judgment, along the lines suggested by Jean Piaget. Sixty second, fourth, and sixth grade children listened to three tape-recorded fables and responded orally to questions related to the four dimensions of morality delineated by L. Kohlberg: (1) intentionality, (2) relativism, (3) punishment, and (4) independence of sanctions. Individual interviews were taped and the responses analyzed according to the theoretical framework described by Piaget. The results showed that the children's responses to the fables reflected the model of moral domain described by Piaget. The data also showed developmental trends for each of the four moral dimensions. The findings suggest that fables can be used to elicit children's judgments about responsibility and blame, the extent and nature of obligations to others, and ways to handle wrongdoing. Questions used in the study are appended. (FL)

ED 205 912 CS 006 210

Bruce, Bertram Rubin, Andee

Strategies for Controlling Hypothesis Formation in Reading. Reading Education Report No. 22.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-BBN-R-4647

Pub Date-Jun 81

Contract-400-76-0116

Note-42p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Abstract Reasoning, *Hypothesis Testing, *Prior Learning, *Reading Comprehension, Reading Diagnosis, *Reading Processes, Reading Skills, Reading Tests

Identifiers-*Inferences, *Reading Strategies, Schema Theory

Reading is a process of forming and evaluating hypotheses to account for the data in a text. Because of its complexity, the task of reading requires strategies for controlling the proliferation of hypotheses. Four of these strategies are (1) jumping to conclusions, (2) maintaining inertia (refusing to abandon a hypothesis in spite of contradictory evidence), (3) relying on background knowledge, and (4) working backwards from the goal (choosing hypotheses that are clearly and directly related to the goal despite insufficient evidence). These strategies are necessary and are used to good effect by successful readers, but they also sometimes lead to unexpected difficulties. Understanding the reading process from this perspective of hypothesis testing can help teachers diagnose underlying causes of poor reading comprehension. Examples from oral protocols of children and adults answering questions about a reading test passage illustrate both the effective use of the strategies and some of the problems arising from their use. (RL)

ED 205 933 CS 006 235

Hillman, Judith

Reading and Writing Poetry.

Pub Date-May 80
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities, *Divergent Thinking, Elementary Education, *Language Arts, Oral Reading, *Poetry, *Reading Instruction, Skill Development, Writing Exercises, *Writing Instruction

Intended for elementary school language arts and reading teachers, this paper presents classroom activities using poetry to encourage divergent thinking and to give children the chance to play with language and to practice English language conventions in order to be effective readers and writers. The 12 activities are (1) combining poetry and prose; (2) starting a personal poetry file based on one's own interest and curriculum; (3) selecting concrete poetry for bulletin boards and visual displays; (4) accompanying poetry with illustrations, music or sound, and pantomime; (5) presenting poetry through student-made filmstrips and slides; (6) choral reading; (7) generating formula poems; (8) paraphrasing famous poems; (9) collecting words and arranging them; (10) making the inanimate animate; (11) generating common forms, such as haiku and limerick; and (12) alliterating phrases with first names. (HTH)

ED 205 999 CS 206 554

Glazer, Joan I.

Literature for Young Children.

Report No.-ISBN-0-675-08039-8

Pub Date-81

Note-231p.

Available from-Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216 ($9.95 paper).

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Books, Child Development, *Childrens Literature, *Curriculum Development, Preschool Education, Primary Education, Program Evaluation, Reading Material Selection

Intended for use by preservice and inservice teachers, day care providers, and all who work with preschool and primary age children, this book focuses on children's literature as an art form and on the ways it supports children's growth and development. The first two chapters describe the range of literature currently available and demonstrate how standards of literary excellence can be applied to these works. Chapter three advocates grouping books for presentation so children will discern the interrelationship of all literature. Chapters four through eight focus on the opportunities books offer for supporting children's development in language, intellect, personality, morality, and creativity. The final chapter shows the many options a teacher has in presenting any one book, gives suggestions for determining appropriate approaches, and repeats guidelines for evaluating a literature program. (HTH)

Hartman, William T.

Projecting Special Education Costs.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-IFG-PR-81-B8

Pub Date-Jun 81

Grant-OB-NIE-G-80-0111

Note-77p.

Available from-Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (Pub. Code 81-B8; $1.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cost Estimates, *Disabilities, *Educational Finance, Elementary Secondary Education, *Financial Policy, Financial Services, Inflation (Economics), Models, Salaries, *Special Education, Student Teacher Ratio

The potential national costs of implementing federally mandated special education services are discussed in this paper. A resource-cost model is utilized, in which student characteristics and program configurations form the basis for estimating the costs of special education. The procedures require specification of the student population to be served; description of the instructional programs and services to be offered and the resources that comprise each program; and determination of the cost of each resource, the distribution of students across the programs, and the student/personnel ratios of the programs. The paper describes a study in which detailed student and program specifications from 28 states and national sources were obtained to identify the variables that have the largest impact on costs and to show the effects of uncertainty associated with each variable. (Author/JEH)

ED 206 191 FL 012 495

Bernbaum, Gerald

Comparative Bilingualism. Bilingual Education Monographs, No. 1.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of International Education (ED), Washington, D.C.

Report No.-ISBN-0-89857-088-3

Pub Date-Feb 79

Note-31p.; The first of two monographs produced from the Bicentennial Seminar on Urban Education (October 10-13, 1976).

Available from-Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140 ($2.00).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, *Bilingualism, *Cultural Pluralism, *Ethnicity, Political Influences, Public Policy

Identifiers-*Bilingual Programs, Elementary Secondary Education Act Title VII

The worldwide phenomenon of rising national and ethnic interest has manifested itself in the demand for bilingual education in North America and in the struggles over language usage, bilingualism, and the sense of nationhood in developing countries. In this context, some attempts at national solutions of the problem are discussed and the practicalities and dilemmas of bilingual education are outlined. Bilingual education issues in western societies are examined against the background of the social and political issues related to language usage in developing countries. Underlying the bilingual education question are issues that involve ethnicity, social class, and poverty, and the principles regulating life and opportunity in western societies. Some of the questions examined are: (1) the fact that non-English speaking groups in both England and America are generally poor; (2) the difficulty of establishing objectives and the shortage of revenues; and (3) the magnitude of the social problem. Attempts made in Toronto, New York, San Diego, and Salt Lake City to deal with bilingual education programs are examined. It is pointed out, in conclusion, that the purpose of the paper was to lay bare the issues and dilemmas and to show that what looks like a language issue is actually one aspect of deep-seated cultural and social problems. (AMH)

ED 205 718　　CE 029 688

A Study of Educational Needs of Older Adults in Illinois. Final Report.

Education Network for Older Adults, Chicago, Ill.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date- 81
Contract-RX-31-11-X-0512-451
Note-56p.; Appendixes will not reproduce well due to light, broken print.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Adult Basic Education, Career Education, Demography, *Educational Needs, Educational Opportunities, *Employment Problems, Interviews, *Middle Aged Adults, *Needs Assessment, *Older Adults, State Surveys, Vocational Education
Identifiers-*Illinois

A project was conducted to develop a preliminary data base describing the academic, vocational, and occupational education needs of the Illinois older adult population (ages 50-70). A second purpose was to provide a state information base to aid in educational planning for older citizens. Utilizing available data bases, various state-wide demographic characteristics of older adults were synthesized, and agencies and organizations that serve the educational needs of older citizens were identified. An interview instrument was developed and administered to 509 volunteer older adults of two types: those interested in education and those not involved in any educational enterprise in four areas of Illinois. It was found that (1) older adults currently employed were more interested in educational experiences; (2) the oldest adults enrolled in learning activities to gain knowledge, acquire recreational skills, and meet people; (3) adults with more formal education desired further learning; (4) formal educational institutions offered varied subject matters but had rigid time schedules and restrictive requirements, (5) senior centers offering educational activities had flexible time schedules and coordinated offerings with other centers to expand diversity, and (6) major barriers were transportation, personal constraints, lack of information, disinterest, poor health, fear of failure, and competition. (The interview guide is appended.) (YLB)

ED 205 787 CE 029 811

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Machine Trades. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-193p.; For related documents see note of CE 029 793.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Behavioral Objectives, Competency Based Education, Curriculum Guides, *Machine Tools, *Machinists, Measurement, Student Evaluation, Technical Education, Vocabulary, *Vocational Education

Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on machine trades. This program is designed to run 36 weeks and cover 6 instructional areas: use of measuring tools; benchwork/tool bit grinding; lathe work; milling work; precision grinding; and combination machine work. A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the milling and precision grinding section, a student should be able to (1) machine an edge finder; (2) machine a V-block; (3) machine a V-block yoke; (4) machine 1-2-3 blocks; and (5) machine an angle plate. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. Section 3 lists technical terms concerning machine trades in English, Spanish, and Laotian. (CT)

ED 205 826 CE 029 903

Berns, Robert G.

Methodology and Techniques.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-30p.; For related documents see CE 029 895-906.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Cooperation, Educational Planning, *Learning Processes, Motivation Techniques, *Role Models, *Teacher Role, *Teaching Methods, *Training Methods

Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph provides basic information to instructors of CETA clients in skill centers and other CETA environments concerning training methodology and techniques. Elements discussed include serving as a role model, motivating techniques, planning for effective training, and training techniques. A sample unit plan format and a daily plan are provided. (CT)

ED 205 847 CG 015 338

Johnson, Suzanne Bennett

Peer Relationships Among Chronically Ill Children.

Pub Date-Mar 81
Note-20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Children, *Diabetes, Emotional Adjustment, Family Relationship, *Friendship, *Interaction, *Parent Child Relationship, *Peer Relationship, Personality Traits, *Physical Health, Psychological Characteristics, Young Adults

As new treatments allow chronically ill children to live longer, the relationship between the child's psychological state and his physical condition becomes paramount. Diabetics (N 42) between the ages of 10 and 21 answered questions about their disease. While most respondents did not feel that diabetes had affected relationships with peers, siblings, parents, or school performance, a significant minority believed that diabetes had important effects in at least one area. The Diabetes Opinion Survey, developed to measure a patient's feelings of stigmatization and to assess the relationship of this perception to other patient attitudes about diabetes, was completed by 150 diabetic children. Responses revealed that children who felt stigmatized by diabetes believed that their disease had affected family life, used their diabetes to manipulate others, and felt that other persons, not they, should manage their diabetes. Data from the Parents' Diabetes Opinion Survey revealed that the mothers of stigmatized'' children also believed that diabetes had stigmatized their children, affected family life, and was used by their children to manipulate others. Results of both surveys suggest that a substantial minority of diabetic children feel stigmatized by this disease. (NRB)

ED 206 022 CS 503 556

Singleton, George Andersen, Peter A.

The Measurement of Political Opinion Leadership.

Pub Date-Feb 80

Note-24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Communication Research, Communication Skills, Higher Education, High Schools, *Leadership Styles, *Measurement Techniques, *Opinions, *Political Power, Secondary School Students, *Test Validity

Two studies investigated the reliability and validity of a self-report instrument designed to measure the political opinion construct. The instrument, the Measure of Political Opinion Leadership (MOPOL), was tested against six criteria: (1) overall internal reliability, (2) reliability across varied populations, (3) face validity, (4) discriminant of factorial validity, (5) convergent validity, and (6) predictive or criterion-related validity. In the first study, the 28-item instrument was administered to 245 college students, who also completed a measure of generalized political leadership. In the second study, it was administered to two samples, 475 high school students and 184 college students. The results indicated that political opinion leadership can be reliably and validly measured, even among high school students. The findings also showed that the MOPOL had face, discriminant, convergent, and predictive validity. (FL)

ED 206 149 EC 140 003

Ogletree, Earl J. Chavez, Maria
Finger Mathematics for EMR Children.
Pub Date- 80
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computation, Elementary Education, *Mathematics Instruction, *Mild Mental Retardation, Numbers, *Teaching Methods
Identifiers-*Finger Counting

An approach to teaching mildly retarded children math skills using finger calculation is discussed. Drills progress from using one to two hands and doing multiplication and division. The appropriateness of finger calculation with children in the sensory motor and preoperational stages of development is noted, and the approach's ability to enhance arithmetical understanding and skill development is commented upon. Findings of three studies are cited to illustrate the use of the finger math system. (CL)

ED 205 683 CE 029 513

Thomas, Hollie B.

A Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Students. Final Report, July 1, 1979-June 30, 1981.

Florida State Univ., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Jun 81
Note-196p.; Some tables in the text and appendixes will not reproduce well due to small print.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Achievement Tests, Basic Skills, *Enrollment Influences, *Functional Literacy, High Schools, High School Seniors, Influences, Minimum Competencies, *Minimum Competency Testing, *Remedial Instruction, State Standards, *Vocational Education
Identifiers-Florida, *Florida State Student Assessment Test

A study was conducted to assess the impact of the Florida State Student Assessment Test (FSSAT) (Functional Literacy Test) on the enrollment in secondary-level vocational education courses. The 67 school districts in Florida were grouped according to population density into three levels of urbanization (low, medium, and high). Ten percent of the public high schools in each level of urbanization were randomly selected to participate in the study. Intact twelfth grade classes were randomly selected, and students in these classes were divided into vocational and nonvocational education groups. These students and county vocational education directors, vocational education teachers, and principals were surveyed. Contrary to the beliefs of vocational educators, vocational education enrollments increased. Disproportionate enrollment trends did exist; that is, while secondary-level vocational enrollments increased in Florida, total secondary-level enrollment declined. Very few students were deterred from enrolling in vocational courses because of the requirement to be remediated in order to pass the FSSAT. However, a substantial proportion of vocational students who failed the FSSAT did not re-enroll in vocational education courses. The overall effectiveness of the remedial practices was found to be low. It was recommended that (1) systematic, standardized remedial efforts be made; (2) procedures for measuring effectiveness of remedial practices be established; and (3) the reasons that students who failed the FSSAT did not re-enroll in vocational courses be studied. (KC)

ED 205 806 CE 029 866

South Carolina Industrial Arts Safety Guide. Student Section.

South Carolina State Dept. of Education, Columbia.
Pub Date-81
Note-85p.; For a related document see CE 029 867.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accident Prevention, Accidents, Auto Mechanics, Drafting, Electric Batteries, Electricity, Electronics, Fire Protection, Foundries, Graphic Arts, Guidelines, Hand Tools, *Industrial Arts, Lifting, Machine Tools, Metal Working, Power Technology, *Program Development, Safety, Safety Education, School Accidents, *School Safety, *School Shops, Secondary Education, *Vocational Education, Welding, Woodworking

This student section of a South Carolina industrial arts safety guide includes guidelines for developing a student safety program and three sections of shop safety practices. Safety program format, safety committees, safety inspection, and student accident investigation are discussed in the section on developing a student safety program. Set forth in the section on general safety practices are safety instructions for all areas of industrial arts; safety rules for machine tools, hand tools, and portable electric hand tools; housekeeping; back strains and proper lifting; safe lifting; materials handling; personal practices and conduct; and fire control. Section 4, on specific processes and operations, covers safety procedures relating to automotive and power mechanics; compressed gas; drafting rooms; dusts, fumes, and combustible materials; foundry practices; flammable and combustible liquids; electricity/electronics; graphic arts; soldering; and storage batteries. Examined in the section on safety procedures for machines are buffers, drill presses, forges, grinders, jointers, lathes, milling machines, presses, saws, sanders, metal shapers, shears, sheet metal machines, planer-surfacers, and welders. (A corresponding administrator and teacher guide is available separately through ERIC see note.) (MN)

ED 205 977 CS 206 513

Rutz, Linda Robinson
Advertising and Women's Changing Work Roles.
Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, *Communication Research, *Employed Women, *Females, Marketing, *Role Perception, Sex Stereotypes

A study was conducted to determine how well the advertising industry portrays the changing work roles of women. Four advertising executives were interviewed to find out their feelings about the changes in women's work roles and what action they were taking to adapt advertising to these changes, while 11 women were interviewed with similar questions. The results of these two studies were used to construct a questionnaire that was given to 39 working and nonworking women. The results of the questionnaire indicated that while advertisers are content to address the women's advertising market in two groupings, working and nonworking, the breakdown is more complex. The women in the study saw themselves as being not necessarily in one role or the other, but in a combination of roles. The women who had worked but were temporarily home with families still considered themselves working women. The subjects felt that advertising did not portray women in roles similar to their own: nonworking women thought advertising portrayed women as working, while working women felt advertising portrayed women as nonworking. Regardless of how women were portrayed, the women in the study were generally dissatisfied with advertising. The results suggest that advertisers' perceptions of what is normative for women are based on demographic assumptions, when they should be addressing women's changing perceptions of themselves and how these perceptions affect their behavior in the marketplace. (HTH)

ED 206 083 EA 013 822

Cost-Effective Business Practices of Schools in Massachusetts. A Collaborative Dissemination Project.

Merrimack Education Center, Chelmsford, Mass.
Spons Agency-Massachusetts State Dept. of Education, Boston.
Pub Date-81
Note-66p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cooperative Programs, *Cost Effectiveness, Efficiency, Elementary Secondary Education, *Energy Conservation, Expenditures, *Food Service, Fuel Consumption, Institutional Cooperation, Purchasing, Retrenchment, School Buses, Student Transportation
Identifiers-*Massachusetts

The verified successful business practices described in this booklet were being used by Massachusetts schools in the late 1970s. The practices have resulted in cost savings, are generally easy to replicate, and usually do not require major capital outlay. The practices listed are largely conservation practices or relate to food service management, but cooperative transportation and purchasing practices are also discussed. For each money-saving measure the book gives a brief description, estimated efficiency or cost savings, and a contact person. The book refers the reader to more complete case studies that further describe many of the practices. (Author/JM)

ED 206 126 EC 133 572

Loucks, Hazel

Counseling Special Students: An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.; Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 81
Note-47p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Change, *Class Activities, Definitions, *Disabilities, Elementary Secondary Education, *Interaction, *Mainstreaming, *Peer Acceptance, School Counselors, Student Attitudes

The activity book is designed to assist school counselors in preparing

nonhandicapped persons to interact in a positive manner with the handicapped. An introductory section defines the term handicapped, offers program management guidelines, considers needs assessment, and describes three counseling models (peer helper, classroom guidance, and service group). Section II contains activities to use with groups of nonhandicapped students. Section III contains activities for small groups consisting of both handicapped and nonhandicapped students. Section IV contains activities for the total school population. Information on each activity usually includes objectives, materials needed, time, procedures, followup questions, and comments. Appended is a paper titled Who Are the Handicapped?'' which gives definitions for various disabilities. (SB)

ED 206 171 FL 012 470

Ames, William R.

English for International Development Programs: Intensive.

Pub Date-Mar 81
Note-17p.; Paper presented at the TESOL Conference (Detroit, MI, March 3-8, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Cultural Awareness, Curriculum Design, Educational Objectives, *English for Special Purposes, Foreign Students, Instructional Materials, Intensive Language Courses, *International Programs, Listening Comprehension, Morphology (Languages), *Program Administration, Program Development, Reading Skills, Second Language Instruction, Speech Skills, Teacher Recruitment, *Technical Assistance, Testing, Writing (Composition)
Identifiers-Agency for International Development, American Language Institute, Niger

As part of International technical assistance, international aid organizations frequently sponsor candidates for advanced training programs in other countries. Because these programs are most often offered in English, the candidate needs to acquire a certain degree of English language knowledge. Therefore, English language training plays an important role in international assistance. Contrary to prior practices which found candidates receiving English language instruction in English-speaking countries, agencies today are finding it more practical to provide English language training in the candidate's home country. Problems faced in planning, administering, and teaching in English language programs of this type are discussed. Examples from the author's work with Agency for International Development (AID) programs in Portugal and in the Republic of Niger are presented. Program planning involves the acquisition of teachers, teaching materials, and funds, and the defining of teaching goals. These goals are set from test results and from working through a formula for estimating the required duration of AID intensive language programs. Also discussed is syllabus design for long and short-range goals and problems relating to interprogram communications, cash flow, materials, and personnel. (Author/JK)

ED 206 210 HE 014 027

Singleton, John D. Scheetz, L. Patrick

Recruiting Trends 1980-81. A Study of 562 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.

Michigan State Univ., East Lansing.

Pub Date-1 Dec 80

Note-75p.

Available from-Placement Services, Michigan State University, East Lansing, MI 48824 ($5.00).

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agriculture, Business, *Careers, *College Graduates, Disabilities, Education Majors, *Education Work Relationship, *Employment Opportunities, Employment Patterns, Engineers, Females, Government (Administrative Body), *Labor Market, Liberal Arts, Minority Groups, *Recruitment, Science Careers, Teaching (Occupation), Trend Analysis

The tenth annual Recruiting Trends Survey conducted by Placement Services at Michigan State is presented, based on responses from a cross-section of business, government, and educational institutions. Job outlooks in the following fields and categories of 1980-81 graduates are offered: engineering, business, agriculture, science, liberal arts, education, women, minorities and handicapped. Other areas examined include: average starting salaries; campus recruiting activities; layoffs of college graduates; level of education required for job performance; withdrawal of job offers; average cost per new college hire; interviewee preparedness; summer jobs for 1981; recruiting problems; advice to freshmen and sophomores; and job search strategies. Results suggest that (1) employment opportunities for college graduates will be good for the class of 1981 compared to the overall job market; (2) of the nearly one million bachelors' degree graduates, about 90% will have jobs by graduation time; (3) there is a healthy market for engineers, business majors, agriculture, women graduates, and science graduates; (4) and liberal arts and education graduates will find the market in their areas a closed one, The main body of the report contains statistical data from the report. (LC)

ED 206 227 HE 014 264

Brown, Charles I., Ed. Ussery, Robert M., Ed.

Institutional Research and Strategies for Higher Education Issues in the 1980's and Research Exchange Forum. Proceedings of the Annual Meeting of the North Carolina Association for Institutional Research (7th, Raleigh, North Carolina, November 1, 1979) and the Drive-In Conference (Chapel Hill, North Carolina, April 18, 1980).

North Carolina Association for Institutional Research.

Pub Date-80

Note-80p.; Not available in paper copy due to small print of original document.

Available from-NCAIR, University of North Carolina, UNCC Station, Charlotte, NC 28223.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Students, Audiovisual Aids, *College Planning, College Students, Computer Oriented Programs, Educational Finance, Educational Quality, Educational Television, *Enrollment Trends, Equal Education, Grading, *Higher Education, Information Dissemination, *Institutional Research, Land Grant Universities, Models, Nontraditional Students, Recordkeeping, Research Needs, Research Skills, Student Recruitment, Trend Analysis

Identifiers-*North Carolina, University of North Carolina Chapel Hill, University of North Carolina Wilmington

Proceedings of the 1979 conference of the North Carolina Association for Institutional Research and the 1980 Research Search Exchange Drive-In Conference Program, which address the skills needed by institutional researchers to deal with the issues in higher education in the 1980s, are presented. Highlights of the North Carolina association conference are provided by Robert M. Ussery, including the following addresses: Issues for the Eighties,'' by Robert Stoltz; Responsiveness and Responsibility: The Central Issue in the '80's,'' by Donald Stedman; North Carolina Funding and Enrollment Trends During the Eighties: Implications for Institutional Research,'' by Allen J. Barwick; Commentary on North Carolina Funding and Enrollment Trends,'' by James L. Morrison, William McIntosh, and John Gamble; EDUCOM Financial Model,'' by Al Jones; The Future of Institutional Research at Colleges and Universities,'' by W. Archie Blount; and Student Choice and Enrollment Information,'' by Robert L. Chapman. Contributed papers for the drive-in conference are as follows: Coping with External Reporting Requirements at UNC at Wilmington,'' by Robert E. Fry; Student Retention at the University of North Carolina at Chapel Hill Using the NCHED A-7 Report,'' by Paul D. Naylor; and The Introduction of a New Grade System at a Public Teaching Institution: Impact on Grading Tendencies of the Faculty,'' by Nathaniel L. Felder. (SW)

Secondary Schools and the World of Work. The Experiences and Opinions of Queensland Teachers.
Queensland Board of Teacher Education, Toowong (Australia).

Pub Date-Jul 81
Note-33p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Objectives, Educational Philosophy, *Education Work Relationship, Foreign Countries, Individual Characteristics, Relevance (Education), School Business Relationship, *School Role, *Secondary Education, Secondary School Teachers, *Teacher Attitudes, *Teacher Background, Teacher Qualifications, Values, Vocational Education, *Work Attitudes, Work Experience, Work Experience Programs
Identifiers-*Australia (Queensland)

This study examined the background characteristics, work experience, extent of contact with the world of work, and attitudes towards work of teachers in secondary schools in Queensland; and these teachers' views concerning the role and aims of secondary education, particularly as they relate to preparation for the world of work. Comparisons are drawn between teachers having different amounts of full time work experience, in different types of schools, of various ages, and of either sex, and teaching in different curriculum areas. The results show that more than half of the teachers had some full time work experience. However, the work experience, other than teaching, that teachers had participated in had been mainly for less than two years. The impression given by the results is that teachers see secondary schools as having a role to play in helping students enter the working world, that more emphasis should be given to this aim, and that they would be willing to participate in programs of alternative work experiences and to take students to visit places of employment or to have business persons visit their classrooms. Nonetheless, teachers considered helping students to prepare for the working world to be but one aim of secondary schools, and some teachers felt that students were prepared for the world of work through a general education. Issues for further consideration uncovered by the study include the possibility of alternative work experience programs for teachers, discussion of the aims of secondary education in teacher preparation institutions, and examination of ways of providing teachers with greater exposure to the world of work. (KC)

ED 205 753 CE 029 745

Clayton, Kermeta
Postsecondary Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Texas Univ., Austin. Dept. of Home Economics.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-300-79-0538
Note-204p.; For related documents see CE 029 740-748.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20204 (Stock No. 065-000-00111-0).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, *Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, *Homemaking Skills, Minority Groups, Nutrition, Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, *Postsecondary Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, Vocational Education
Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers postsecondary consumer and homemaking education. (KC)

ED 205 890 CS 006 111

Cronin, Mary C.

The Relationship between Story Grammar and How Grade Six Cree Students Recall Stories.

Pub Date- 80

Note-44p.; Research prepared at the University of Alberta. Figures 1 and 2 will not reproduce due to small print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indians, *Cognitive Processes, *Cultural Differences, Discourse Analysis, Grade 6, Intermediate Grades, Narration, Reading Comprehension, *Reading Research, *Recall (Psychology), Story Telling, Structural Analysis (Linguistics)

Identifiers-Cree (Tribe), *Schema Theory, *Story Grammar

A study examined the concept of the universality or the cultural specificity of the ideal story structure using the J. M. Mandler and N. S. Johnson story grammar. Specifically, the study tested the effect of two different story structures, one a conventional fairy tale and the other a Cree Indian narrative, on the recall of Cree Indian children. Sixteen sixth grade children individually read and recalled rewritten versions of two stories. The two stories had been analyzed in terms of the Mandler and Johnson grammar and had been found to have many points of difference in story structure. The conventional fairy tale closely matched the ideal structure of the Mandler and Johnson grammar, while the Cree narrative differed somewhat from the ideal. The results showed that the fairy tale was recalled more easily by the Cree children than the Cree narrative. This finding should not be interpreted to support the universality of story structure concept or to mean that Cree Indians have become completely acculturated and have lost their traditional schema. (FL)

ED 205 913 CS 006 212

Bruce, Bertram

A New Point of View on Children's Stories. Reading Education Report No. 25.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jul 81
Contract-400-76-0116
Note-50p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basal Reading, *Discourse Analysis, Elementary Education, Readability, Reading Difficulties, *Reading Materials, *Reading Research, Textbook Research, Textbooks
Identifiers-Center for the Study of Reading IL, Trade Books

Presenting an overview of the theoretical perspective underlying work on text analysis in progress at the Center for the Study of Reading (Champaign-Urbana, Illinois), this report emphasizes the work that group has undertaken on stories for children in grades one through five. The report discusses three factors, drawn from a theoretical model, that plausibly influence involvement of the reader with a story: conflict, inside view, and point of view. The report presents the results of an exploratory coding of a sample of basal reader stories and children's trade books, and then discusses the coding, which revealed a distribution of types of conflict, inside view, and point of view that may increase the distance from the text that a reader feels and may provide inadequate preparation for the full range of stories that a skilled reader is likely to encounter. The report concludes that the characteristics of the texts that children are expected to read may hinder rather than help in the attainment of educational goals. (FL)

ED 205 934 CS 006 236

Mikulecky, Larry

The International Reading Association's Role in the Politics of Censorship.

Pub Date-81

Note-10p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Censorship, Elementary Secondary Education, Parent Attitudes, *Parent Grievances, *Policy, *Professional Associations, Reading Materials, *Reading Material Selection, *School Community Relationship
Identifiers-*International Reading Association

During the last few years, novels, textbooks, basal readers, and the types of questions texts and teachers ask of students have come under attack by individuals and groups espousing several different points of view. Consequently, the International Reading Association (IRA) has passed a resolution recognizing the right and responsibility of parents to monitor their children's education, but opposing policies that deny children access to certain reading materials. The most vicious censorship battles seem to occur when a teacher or principal refuses to listen to a parental complaint and in school districts that do not have clear procedures for dealing with complaints. The best defense against censorship is to form a local group familiar with the strategies of censorship organizations and to initiate a dialogue in order to deal with legitimate complaints. Other strategies include keeping written statements of text selection criteria and course objectives on file, establishing well-publicized complaint procedures, and carefully matching individual students with selected texts. IRA members at state and local levels can also join with other educators to handle censorship attempts effectively and with the educational well-being of students as the primary goal. (HTH)

ED 205 956 CS 206 404

Washburn, Pat

The Pittsburgh Courier's'' Double V Campaign in 1942.

Pub Date-Aug 81

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black History, Black Influences, *Blacks, *Content Analysis, Journalism, Media Research, *Newspapers, Racial Bias, *Racial Discrimination

Identifiers-Journalism History, *Media Role

In February 1942, a letter to the editor of the Pittsburgh Courier,'' the nation's largest black owned newspaper, started the Double V'' (for victory at home and victory abroad) campaign, which stressed the right of blacks to have equality in the United States since they were fighting inequality abroad. As the Courier'' devoted a great deal of newspaper space to the campaign, the campaign was endorsed by many other black owned newspapers as well as by white owned papers and organizations. A content analysis shows, however, that the campaign was virtually dead by October 1942, which is significant because it was the first evidence that any black owned paper outside the South had cut back on the campaign and because the Courier'' had originated the campaign. One possible explanation for the gradually toned-down campaign of the Courier'' is that the war-time prosperity of middle class blacks demanded a movement that would conserve black progress rather than one that might undo it. Black men were being commissioned for the first time in the armed forces, and black men and women were being hired in large numbers at defense plants. The Double V campaign had accomplished all that it was able to accomplish. As the campaign began to decline, the Courier'' demonstrated its good faith by replacing campaign material with positive articles and picture layouts about black gains. (HTH)

ED 206 000 CS 206 557

Garbarino, Maureen

Reading Deficiencies: Stumbling Blocks to Progress in Writing?

Pub Date-80
Note-14p.; Paper presented at the Pacific Northwest Regional Conference on English in the Two-Year College (Bend, OR, October 30-November 1, 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Higher Education, *Learning Problems, *Reading Ability, *Reading Difficulties, *Reading Instruction, Reading Skills, *Remedial Instruction, Student Needs, *Writing Instruction, Writing Skills
Identifiers-*Reading Writing Relationship

Before an effective program can be developed to help the remedial writing student, instructors must dispel the myth that college students can read college level materials. Related to this assumption is the belief that those who cannot read in college cannot do so because of a lack of intelligence. Clearly what is important in understanding the connection between reading and writing difficulties is simply the recognition that many students are, in fact, poor readers and that this deficiency may be the basis for many of the problems a student is having, not only in writing classes but in other classes as well. Teachers forget that, because there is no necessary connection between reading ability and intelligence or speaking ability, poor readers may be orally fluent and, in fact, may be better at remembering material presented to them orally. Teachers also forget that there are important differences between written and spoken language that may allow students' facility with oral language to conceal their deficiencies in reading and writing. Since much of the recent research seems to suggest a link between writing and reading deficiencies, it would be useful for writing teachers to know more about the testing of reading, about reading theory generally, and about ways to integrate reading and writing in the classroom. (HOD)

ED 206 043 EA 013 760

Uguroglu, Margaret E. Walberg, Herbert J.

Motivation and Achievement: A Quantitative Synthesis.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-678-0090
Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979). This document is Part E of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 759-761, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, Instructional Program Divisions, *Learning Motivation, Locus of Control, Predictor Variables, Self Concept, *Student Motivation, Tables (Data)

Using analysis of variance and regression techniques, the authors analyzed the results of 40 studies that were conducted between 1953 and 1976 and contained 232 correlations between various measures of motivation and achievement. The motivation variables were restricted to students' achievement motivation, locus-of-control perceptions, and general as well as academic and mathematics self-concepts. Academic achievement was measured by ability or achievement tests or by grade point indices. The student characteristics studied included sex, grade level, and U.S. or non-U.S. location. The results indicated that motivation accounted for an average of 11.4 percent of the variation in academic achievement in the studies. Variation in the size of the 232 correlations resulted from the interaction among eight variables, including the nature of each study, the motivation or achievement measure used, and the grade level studied. Grade level, in fact, emerged as the only significant student characteristic, as students' achievement and motivation scores were more highly correlated in the later grades. (Author/RW)

ED 206 063

EA 013 786

Politics in Education.

Australian Coll. of Education, Carlton, Victoria.
Pub Date-80
Note-247p.
Available from-Australian College of Education, 916 Swanston St., Carlton, Victoria, Australia, 3053 ($8.50, plus postage).
Pub Type- Books (010) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accountability, *Decision Making, Educational Finance, Educational Policy, Elementary Secondary Education, Federal State Relationship, Foreign Countries, Government School Relationship, Parent Participation, *Political Issues, Postsecondary Education, Rural Education, *Social Responsibility, Womens Education
Identifiers-*Australia, Equity (Education), *Politics of Education

Fifteen selected papers are presented from the Australian College of Education's twenty-first annual conference, held in May, 1980, which focused on politics in education. The first four papers discuss educational equity, covering the problems of educational policy, equality, disadvantaged rural children, and women. The next two articles consider education's financial accountability, particularly in the context of Australian state-federal relations, while two further papers bring in the associated topic of social accountability and the alleged success or failure of Australian education. Six articles then examine educational decision-making in Australia, New Zealand, and the United States, including the issues of local-versus-federal control of schools and parental participation in school decisions. The concluding paper summarizes the conference's main themes and points out future needs in relating theory to experience. (Author/RW)

ED 206 105 EA 013 903

Bryant, Miles T.

Directory of Researchers in Educational Finance and Governance.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-IFG-PR-81-A5

Pub Date-Apr 81

Grant-OB-NIE-G-80-0111

Note-68p.

Available from-Institute for Research on Educational Finance and Governance, CERAS Bldg., Stanford University, Stanford, CA 94305 (Pub. code 81-A5, free).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Administration, Educational Economics, *Educational Research, *Educational Researchers, Elementary Secondary Education, Postsecondary Education, *Research Projects, School Law

Identifiers-Politics of Education

To facilitate communication among educational researchers and policymakers, this directory lists over 200 current research projects in educational finance and governance. The projects are grouped into four general topic areas, including educational finance and economics, law, organization, and politics. The entries give the researcher's name and address, the project title, the specific subject areas, a brief project description, and a note on the project report's availability. The directory is indexed by researcher, subject area, and the state where the researcher is located. (Author/RW)

ED 206 150 EC 140 004

Andrew, Dean C.

Louisiana Outreach Project for Preschool Handicapped Children, Ages 3-5, Lincoln Parish, Ruston, Louisiana. Final Evaluation Report for 1979-80.

Educational Planning and Evaluation Services, Magnolia, Ark.

Pub Date-Jul 80
Note-62p.; Appendix B has been removed due to poor reproduction quality.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Demonstration Programs, *Disabilities, Models, Parent Participation, *Preschool Education, *Program Effectiveness, Program Evaluation, Regional Programs
Identifiers-*Louisiana (Lincoln Parish), *North Central Louisiana Model Preschool Program

The report details findings and accomplishments of the North Central Louisiana Model Preschool Program for Handicapped Children, a regional cooperative agency and school based model. Personnel, instructional, and behavioral variables are discussed. Program objectives for 1979-80 are outlined, and the evaluation findings for each objective are considered, including findings on such topics as placement recommendations for 6 year olds; parent participation; rating gains made by physically handicapped, speech handicapped, hearing impaired, and multihandicapped children; and awareness activities conducted by the outreach staff. Among project findings are that all the 6 year old children leaving the program were placed in either a regular first grade, special education, or regular kindergarten class; the outreach staff conducted six awareness workshops throughout the state; and seven school districts desired to adopt part or all of the model school components. It is recommended that the model program and successful replications should be continued through the use of state and local funds. (CL)

ED 205 702 CE 029 649

Chipps, Preston

Vocational Skills Assessment for Disabled Students.

Chaffey Coll., Alta Loma, Calif.
Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.; Department of Education, Washington, D.C.
Pub Date-81
Note-218p.; Some pages may not reproduce well due to light, broken print.
Available from-Educational Resource Center, ATTN: Loma Hopkins, Chaffey College, 5885 Haven Ave., Alta Loma, CA 91701 (free while copies last).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Career Counseling, Data Collection, *Disabilities, Interviews, Job Analysis, Job Development, *Job Skills, Occupational Information, *Occupational Tests, Postsecondary Education, Reports, Student Evaluation, *Testing, *Test Selection, Two Year Colleges, Vocational Aptitude, Vocational Education, Work Sample Tests
Identifiers-*Vocational Evaluation

Intended for counselors, vocational education teachers, and others concerned with the assessment of disabled students' skills, this manual provides a comprehensive overview of vocational education evaluation. It may be useful in developing a vocational evaluation program. Chapter 1 is an introduction. Chapter 2 focuses on vocational evaluation through testing. Commercially available vocational evaluation systems are discussed, and six representative tests and work samples are summarized. A discussion of selection of a commercial vocational evaluation system includes an outline of 14 systems detailing their characteristics. A section on test screening contains a guide to tests for use in a comprehensive testing regimen. Chapter 3 overviews counseling. Topics covered in chapter 4 on data collection include interviews and types of information needed and possible sources. Chapter 5 addresses selection of sources of occupational information and use of information interviewing techniques for obtaining occupational and educational information. Chapter 6 focuses on job analysis and modification. Examples and forms are provided. Chapter 7, on reports, includes a sample report form. Chapter 8 briefly discusses case management. Use of off-campus vocational evaluation services is addressed in chapter 9.

Appendixes include examples of forms, four selected case studies, and an annotated bibliography. (YLB)

Hepburn, Larry Shin, Masako

Multi-Cultural Competency-Based Vocational Curricula. Maintenance Mechanics. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-364p.; For related documents see note of CE 029 793.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Language-English; Spanish; Lao

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Air Conditioning, Behavioral Objectives, Carpentry, Competency Based Education, Curriculum Guides, Electricity, Heating, *Maintenance, *Mechanics (Process), Plumbing, Student Evaluation, Technical Education, Vocabulary, *Vocational Education

Identifiers-*Bilingual Materials

This document, one of eight in a multi-cultural competency-based vocational/technical curricula series, is on maintenance mechanics. This program is designed to run 40 weeks and cover 5 instructional areas: basic electricity (14 weeks); maintenance and repair of heating (4 weeks); maintenance and repair of air conditioning (12 weeks); maintenance plumbing (3 weeks); and maintenance carpentry (7 weeks). A duty-task index lists competencies in each instructional area that the student should be able to perform at the end of the program. For example, in the residential air conditioning section, a student should be able to (1) add oil to a hermetic system; (2) add refrigerant to a hermetic system; and (3) install a filter-drier. In section 1, each instructional task area contains a list of performance objectives, evaluation criterion, performance guide, and a list of tasks to be covered. In section 2, the introduction and duty-task index is repeated in English, Spanish, and Laotian. In section 3, a listing of technical terms concerning maintenance mechanics are listed in English, Spanish, and Laotian. (CT)

ED 205 827 CE 029 904

Berns, Robert G.

Open Entry/Open Exit, Competency-Based Programs for CETA Clients.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-32p.; For related documents see CE 029 895-906.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competency Based Education, *Curriculum Development, Educational Cooperation, Orientation, *Program Development, *Program Implementation, Student Evaluation, *Teacher Role
Identifiers-*Comprehensive Employment and Training Act, Linkage, *Open Entry Open Exit

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph is designed to provide CETA personnel with information concerning the open-entry/open-exit, competency-based-training approach and includes recommendations on implementation strategies. Included are definitions of terms especially applicable to open-entry/open-exit, competency-based programs, and this approach to training is compared to more conventional training programs. A step-by-step procedure for developing a curriculum guide, an important aspect of the implementation of this type of system, is presented along with examples of appropriate forms. The role of the instructor is discussed, the important task of orientating trainees to this type of learning system is presented, various specific management techniques are outlined, and ideas on the evaluation of trainees are provided. (CT)

ED 205 869 CG 015 360

Students with Cancer: A Resource for the Educator.

Candlelighters Foundation, Washington, D.C. Metropolitan Washington, D.C. Chapter.; Kansas Univ., Kansas City. Medical Center.; National Cancer Inst. (NIH), Bethesda, Md.
Report No.-NIH-80-2086
Pub Date-Jan 80
Note-27p.; Photographs may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cancer, Death, Elementary Secondary Education, Helping Relationship, *Parent Teacher Cooperation, *Student Needs, *Student Reaction, *Student Teacher Relationship, *Teacher Response, Teachers, Teaching Guides

This booklet, written for teachers who have a student with cancer in their classes, answers questions and indicates other sources of information and support. Suggestions are offered to help teachers contact close friends and relatives who can facilitate the student's continued education. Explanations of cancer, various forms of the disease, and its treatment and effects are discussed. Approaches for dealing with the student, peers and classmates, and parents are given, guidelines for school reentry are suggested, and references to additional materials and organizations are made. Other health-related concerns about the student with cancer are addressed and special concerns of secondary school students are discussed. Cases of terminal illness and death are reviewed in terms of coping strategies employed by classmates and parents. Resources for additional information are also listed, including cancer information organizations and bibliographies for educators and children. (Author/NRB)

ED 206 023 CS 503 557

Strong, John R.

A Three Phase Approach to Teaching and Learning Principles and Skills in Human Communication.

Pub Date-May 81
Note-33p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Experiential Learning, *Interaction, Interpersonal Competence, Learning Processes, *Learning Theories, Models, *Speech Communication, Teaching Methods
Identifiers-*Interpersonal Communication

Noting that while individuals need opportunities to develop cognitive and symbolic understanding of communication principles and skills, this paper argues that they also need to develop an experiential understanding in order to use those principles and skills in building and enhancing relationships. To accomplish this, the paper offers a three-phase approach for use in teaching and learning principles and skills in interpersonal communication. The paper then discusses each phase of the approach, which includes (1) an awareness phase, in which understanding of principles and skills is to be achieved on a cognitive/symbolic level; (2) an assimilation phase, in which understanding of the principles and skills is at an experiential/feeling level; and (3) an application phase, in which understanding is at both the cognitive/symbolic and the experiential/feeling level. In addition, the paper provides a list of ways to facilitate each level of learning. The paper then defines human communication and discusses four principles and skills that help clarify the communication process. (FL)

ED 206 084 EA 013 823

Macias, Cathaleene J. Erickson, Donald A.

School Leaders' Perceptions of the Consequences of Provincial Aid to Independent Schools in British Columbia.

Pub Date-16 Apr 81

Note-28p.; An expanded version of a paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, Catholic Schools, Declining Enrollment, Elementary Secondary Education, *Federal Regulation, Foreign Countries, *Government School Relationship, Institutional Autonomy, Interviews, *Private School Aid, Private Schools, Public Schools, Questionnaires

Identifiers-*British Columbia

Consequences of the first allocation of public aid to independent schools in British Columbia in 1979 and 1980 were explored in this study. Interviews and questionnaires were used to query principals, education committee (or school board) members in private schools, and superintendents and presidents of teachers' associations in public schools. Three high officials of independent school associations were also interviewed. Findings (which are considered only tentative) suggest that the effects of British Columbia's program of aid to independent schools have been overwhelmingly positive, although some independent school leaders have expressed discomfort and worry about the accompanying regulatory procedures. Overall morale in insolvent independent schools apparently has been raised. The most affluent schools have been the most cautious about becoming dependent on the aid, using it almost entirely for scholarships, but more insolvent schools have readily allocated the funds for basic operating expenses, making it unlikely that they could withdraw from the program. There is little evidence of notable effects of the program on public schools, although public school leaders are fearful of enrollment loss, particularly of brighter students. A future study will look at effects on the social climate of schools. (Author/JM)

Montero, Martha, Ed.
Bilingual Education Teacher Handbook: Strategies for the Design of Multicultural Curriculum.
Boston Univ., Mass. Bilingual Resource and Training Center.; National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Report No.-ISBN-0-89857-086-7
Pub Date-Feb 79
Note-128p.
Available from-Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140 ($4.25).
Pub Type- Collected Works - General (020) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Aids, *Bilingual Education, *Curriculum Design, Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, *Multicultural Education, Teaching Methods
Identifiers-Elementary Secondary Education Act Title VII

This handbook was developed to aid teachers, teacher aides, paraprofessionals, and teacher trainers. The overview of the readings is both content oriented and structure oriented. Cognitive and affective styles of learning are identified and related to bilingual education; the new research in this area is found to raise significant questions on teaching and learning. The strategies spelled out are not oriented to a specific subject area, but are intended as a guide for technical assistance in the construction of units and curriculum in a variety of subject areas. The overall aim of the handbook is to offer the bilingual educator a greater range of alternatives for planning, developing, and assessing curriculum. The following articles are included: (1) The Systems-Context Approach to Curriculum Theory in Bilingual Education'' (Antonio Simoes, Jr.); (2) The Statement of Goals and Objectives in Bilingual Education'' (Arlene Duelfer); (3) Teacher Strategies: The Role of Audio-Visual Methodology in Bilingual Education'' (Gregoire Chabot); (4) Structure and Content in the Design of Bilingual-Multicultural Curriculum'' (Martha Montero); and (5) Procedures in Curriculum Evaluation'' (Mae Chu-Chang). (Author/JB)

ED 205 719 CE 029 692

Smith, Gwen J. And Others
Career Planner: A Guide for Students with Disabilities.
Chaffey Coll., Alta Loma, Calif.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-51p.; This text is also available in Braille, large print, and tape cassette; see reverse of title page for ordering information.
Available from-Educational Resource Center, ATTN: Loma Hopkins, Chaffey College, 5885 Haven Ave., Alta Loma, CA 91701 (free while supply lasts).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Career Choice, Career Education, *Career Planning, *Disabilities, *Information Seeking, *Information Sources, Inquiry, Interviews, *Job Analysis, *Job Development, Job Skills, Medical Case Histories, Postsecondary Education, Role Models, Secondary Education, Self Evaluation (Individuals), Vocational Aptitude
Identifiers-*Vocational Evaluation

Intended as a guide for students with disabilities who wish to enter the work force, this handbook is designed to help gather both information about the student and information to help choose a job. Chapter 1 concerns collecting health/medical information. Chapter 2 focuses on collecting vocational information information about general job interests, skills, and abilities through vocational evaluation. Job analysis is discussed in chapter 3; the process is described, and sample and completed job analysis forms are provided. Chapter 4 addresses job modification, including employer cooperation and information services dealing with adaptive equipment or assistive devices. Chapter 5 discusses role models and locating and interviewing them for information on jobs. Some role models are listed together with their addresses, phone numbers, and brief description. Chapter 6 provides a sample list of organizations for further assistance. Some tips for a telephone conversation on written request for information are given. (YLB)

ED 205 770 CE 029 781

Daugherty, Mabel H.

Consumer Education for the Elderly. Final Report, August 1, 1980-June 30, 1981.

Southeast Missouri State Univ., Cape Girardeau.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-10 Jul 81
Note-86p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Education, Adult Programs, *Consumer Education, Curriculum Development, *Delivery Systems, Educational Needs, Educational Resources, Estate Planning, Field Tests, Income, Inservice Teacher Education, Instructional Materials, Learning Problems, Medical Care Evaluation, Medical Services, Minicourses, Money Management, Needs Assessment, *Older Adults, *Program Development, *Program Effectiveness, Program Implementation, Workshops
Identifiers-Consumer Skills, Missouri (Southeast)

A project was undertaken to plan a consumer education program and delivery system for elderly persons in the six-county Bootheel area of Southeast Missouri. Included among the project's activities were the following: (1) assessing the needs and qualifications for consumer education programs for the elderly through a literature search and investigation by a local task force; (2) similarly assessing alternative delivery systems in terms of learning processes, student motivation, sequential lessons, and learning problems; (3) specifying requirements for program instructional materials and resources; (4) issuing a report to serve as the basis for planning consumer education courses for the elderly in Southeast Missouri; (5) developing and trial testing three minicourses with 17 specific lessons organized into the areas of estate planning, health care and medical services, and supplementing income through effective consumerism; (6) test-implementing the minicourses through delivery to various elderly groups; and (7) developing and conducting a three-week inservice workshop to train a cadre of teachers to deliver consumer education to the elderly. While project designers felt that most project goals were achieved, they were disappointed that only five teachers completed the workshop. Recommendations called for additional minicourses and workshops. (MN)

ED 205 848 CG 015 339

Bowen, Charles E. Dalton, Tom

Divergent Perceptions of School Psychological Services.

Pub Date-Mar 81

Note-10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultants, Consultation Programs, Counseling Services, *Counselor Teacher Cooperation, Diagnostic Tests, *Educational Diagnosis, Educational Testing, Psychoeducational Methods, Psychological Testing, *Role Perception, *School Psychologists, Student Evaluation, *Teacher Attitudes

Research indicates that a discrepancy exists between the perceptions of school psychologists and teachers concerning the value of various functions of the school psychologist. Questionnaires about such perceptions of school psychological services were completed by 50 school psychologists and 400 teachers in western North Carolina. Results supported the hypothesis that the importance of the school psychologists' roles was perceived differently by school psychologists and teachers. Both groups perceived the school psychologist as devoting most of his work time to psychoeducational assessment. However, psychologists ideally wanted to spend most of their time in consultation with teachers; teachers preferred that psychologists engage in more student counseling. On written psychological reports, teachers rated recommendations for behavior management as the most valuable content item. The findings suggest that an appropriate role for school psychologists is assisting teachers in developing techniques for working with special needs students. (Author/NRB)

ED 206 127 EC 133 573

Fairchild, Thomas F.

Counseling Special Students: Individual and Group Counseling with Special Students.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.; Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Mar 81

Note-35p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Counseling Services, *Counseling Techniques, *Disabilities, Elementary Secondary Education, Group Counseling, Individual Counseling, Teamwork

The booklet provides a brief overview of the essential components of successful guidance and counseling programs for the handicapped. Methods for counselors to use in assessing special students needs are described, as well as adaptations in techniques needed when counseling specific types of handicapped students. Discussed are counseling strategies for common special student problem areas such as self acceptance, sexuality, and interpersonal relations. A team approach is advocated in which counselors work together with general education teachers, special education teachers, and parents to meet the unique needs of students. Individual and group guidance activities at all grade levels are seen as essential ingredients of a developmental, proactive counseling program. Specific examples of individual and group guidance activities are provided. (Author/SB)

ED 206 172 FL 012 471

Iwamura, Susan Grohs

A Multi-Skill Approach to ESL in Bilingual Education.

Pub Date-Mar 81

Note-22p.; Paper presented at the TESOL Conference (Detroit, MI, March 3-8, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Cultural Background, Editing, Elementary Education, *English (Second Language), Instructional Materials, Language Proficiency, Listening Skills, *Literacy, Oral Language, Peer Influence, Peer Teaching, Reading Skills, *Small Group Instruction, *Speech Skills, Student Attitudes, Teacher Attitudes, Teaching Methods, Writing (Composition), Written Language

Different views of the purposes of literacy are among the factors that influence success rates of students from different backgrounds. Research involving non-mainstream English proficient children is useful in understanding the adjustment of students with limited or no English proficiency. Although previous experience with literacy is an important variable in teaching literacy in English, literacy teaching does not necessarily depend on mastery of the spoken language in which the student is becoming literate. Because of the mismatch between teacher expectations and child behavior that may occur both when the teacher and child share a native language or when their native languages differ, educational programs must accommodate to the cultural influences children bring to the classroom. Writing needs to be approached as both a vehicle of personal expression and as a way for students to develop editing skills, thereby promoting a more general awareness of language and helping to lessen some of the discrepancies between teacher and student expectations. Both spoken and written language skills may be advanced by dividing students into small groups in which peer-tutoring is a continuous practice. Culturally appropriate small group activities and teaching techniques are presented in the appendix. (JK)

ED 206 211 HE 014 028

Distance Education in Entwicklungslandern.

German Foundation for International Development, Bonn (West Germany).

Pub Date-Jan 80

Note-138p.; Not available in paper copy due to marginal legibility of original document. Pages 3-14 in German.

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Students, Case Studies, *Developing Nations, *Extension Education, *Faculty Development, Foreign Countries, Higher Education, *International Educational Exchange, *Open Universities, Outreach Programs, Professional Continuing Education, Regional Cooperation

Identifiers-Africa, *Distance Teaching, Germany, Mexico, Open University (Great Britain), Philippines

Seminar and conference reports and working papers on distance education of adults, which reflect the experiences of many countries, are presented. Contents include the draft report of the 1979 International Seminar on Distance Education held in Addis Ababa, Ethiopia, which was jointly sponsored by the United Nations Economic Commission for Africa and the German Foundation for International Development. Conference objectives were: to analyze the experiences gained in distance education projects and to consider means of promoting international cooperation at all educational levels; to consider staff training and development in support of distance education projects; to discuss the role of the university in distance education; and to consider the possible formation of an African network of open universities. Program information is also presented on the 1979 Open University Conference on the Education of Adults at a Distance, held in Birmingham, London. Conference topics included the target populations for distance education of adults, general principles and methodology of distance education, and collaboration at national, regional, and international levels. The following working papers from the Open University conference are presented: Distance Learning and the LDC University,'' by Robert H. Maybury; The Open University System at Unam (Mexico),'' by Augusto Moreno y Moreno; Training and Education of Teachers in Higher Education in Developing Countries,'' by L. R. B. Elton; The Philippine Experience in Distance Education: Case Studies in a Developing Country,'' by A. O. Fineza; and IEC's Experience of International Cooperation: International Extension College.'' (SW)

ED 205 807 CE 029 867

South Carolina Industrial Arts Safety Guide. Administrator and Instructor Section.

South Carolina State Dept. of Education, Columbia.

Pub Date-81

Note-49p.; For a related document see CE 029 866.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accident Prevention, Accidents, Administrator Guides, Administrator Responsibility, Check Lists, Electricity, Equipment Maintenance, Equipment Utilization, Eyes, Facility Guidelines, Fire Protection, First Aid, Guidelines, *Industrial Arts, Inspection, Legal Responsibility, Lighting, Machine Tools, Program Development, *Program Implementation, Recordkeeping, Records (Forms), *Safety, School Accidents, School Responsibility, *School Safety, *School Shops, Secondary Education, Teacher Responsibility, Teaching Methods, Ventilation, *Vocational Education

Identifiers-Noise (Sound)

This administrator and instructor section of a South Carolina industrial arts safety guide includes sections on responsibility for school safety, safety programming for the teacher, emergency action, suggested forms and outlines, and facility design and layout. School board and superintendent, administrator, and teacher responsibilities for school safety are outlined. Discussed in a section on safety programming for the teacher are instructional techniques, safety inspections, accident reporting and analysis, safe practices in the care and operation of equipment, housekeeping practices, electrical safety,

ED 205 891 CS 006 123

Otto, Wayne

Research into Practice: Improving the Understanding of Textbooks.

Pub Date-Jun 81
Note-28p.; Paper presented at the Meeting of the Indiana University Summer Reading Conference (Indianapolis, IN, June 10-12, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Content Area Reading, *Context Clues, *Critical Reading, *Reading Comprehension, Reading Instruction, Reading Research, *Reading Skills, *Teaching Methods
Identifiers-*Reading Strategies

Marginal and other intratext notations (gloss) can be used as an instructional technique to direct readers' active attention to (1) places in text where the application of specific skills would be appropriate (either for teaching or for encouraging the application of specific skills), (2) instances where a particular strategy could be useful for extracting meaning, and (3) key words and ideas. While glossing offers an effective way to deal with specific skills, its focus should be broadened to include the more general strategies that efficient readers use to understand text. Gloss activities should be directed toward enhancing the understanding of specific text content even as they shape the development of skills and strategies for generalizing. The effectiveness of gloss activites that claim a dual focus on content and process must ultimately be demonstrated by a specific effort (content directed) as well as a more general effort (process directed). Attention must also be given to the complex and interacting constraints and considerations of the learning environment, and any possible need for "excursions" either to augment information in the text at hand or to enhance the learner's skills and strategies. (HOD)

ED 205 978 CS 206 514

Denton, Craig L.
Advertising and Advertisements: The Simple Art of Grouping.
Pub Date-Aug 81
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, *Cluster Grouping, *Commercial Art, Communication Research, *Cultural Context, Discourse Analysis, Higher Education, *Marketing, Persuasive Discourse, *Theories

Developing an aesthetic theory of advertising, this paper offers the premise that advertising is a ritual, that it provides cultural roles, and that it reinforces people's perceptions of their common experiences. The paper discusses advertising and advertising art as a process that both draws from and is sustained by general culture while serving to make that culture commercially recognizable. The paper introduces the phenomenon of ``grouping'' (using symbols in expressing cultural interrelationships), indicates how ritual is created in advertising, and shows how grouping works to subdivide the cultural marketplace. Next, the paper examines how grouping is employed as an artistic tool in the creation of advertising art. In conclusion, the paper suggests that an aesthetic theory of advertising can be used as an instrument for evaluating how well an advertising artist communicates. (RL)

ED 205 684 CE 029 537

Secondary School Dropouts.

Minnesota State Dept. of Education, St. Paul.
Pub Date- 81
Note-102p.; Charts and photographs will not reproduce well. For a related document see CE 029 128.
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Ability, American Indians, Blacks, Change Strategies, Dropout Attitudes, *Dropout Characteristics, Dropout Prevention, *Dropout Programs, Dropout Rate, *Dropouts, Federal Programs, Hispanic Americans, Individual Characteristics, Individual Needs, Migrant Youth, Out of School Youth, Parent Influence, Potential Dropouts, Program Descriptions, *Program Development, *Program Effectiveness, Secondary Education, *Secondary School Students, Socioeconomic Status, State Programs, Youth Problems
Identifiers-Comprehensive Employment and Training Act

This report on secondary school dropouts consists of an analysis of the scope and nature of the dropout problem, a discussion of successful programs and activities for dropouts, a description of a pilot study involving Minnesota public secondary schools and Comprehensive Employment and Training Act (CETA) agencies, and presentation of recommendations based on study findings. Discussed in the section describing the scope of the dropout problem are rates and trends; dropout subgroups (age/grade level, sex, American Indians, Blacks, Hispanics, migrant workers, and youth with limited English proficiency); socioeconomic status; and problems and circumstances (withdrawal reasons, educational achievement, ability level, school attitudes and behavior, delinquency, mental health, self-concept, family life, abuse, and economics). Examined next are program planning considerations; five local Minnesota dropout programs; four local programs outside Minnesota; state-initiated programs and services in ten states (Minnesota, Maine, Oregon, South Carolina, California, North Carolina, Washington, Louisiana, Florida, and North Dakota); and federally sponsored programs (Job Corps and the Youth Incentive Entitlement Pilot Projects). Summarized next are data concerning student characteristics as obtained from a pilot study involving 24 Minnesota public schools and 24 counterpart CETA agencies. Recommendations relating to program development, funding, cooperation, and technical assistance are presented. (MN)

ED 205 737 CE 029 725

Jones, Warren

Education and Employment. Expectations and Experiences of Students, Graduates and Employers.

Australian Council for Educational Research, Hawthorn.
Spons Agency-Victoria Inst. of Colleges, Melbourne (Australia).
Report No.-ACER-RM-11; ISBN-0-85563-217-8
Pub Date-81
Note-212p.
Available from-Lawrence Verry, Inc., River Road, CT 06255 (write for price).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Graduates, *College Students, *Education Work Relationship, *Employer Attitudes, *Employment, Employment Opportunities, Employment Practices, Employment Projections, Foreign Countries, Higher Education, Recruitment, *Student Attitudes, Underemployment, Unemployment, Work Attitudes
Identifiers-*Australia (Victoria)

A study was conducted in Victoria (Australia) to determine college students', graduates', and employers' expectations and experiences concerning employment after graduation. The study sought answers to the following four questions: (1) What proportion of graduates and diplomates in various fields of study, and at different levels, obtain satisfactory employment? (2) What are the views and attitudes of employers concerning the recruitment of graduates and diplomates, the training they expect graduates and diplomates to have, and their reasons for accepting or rejecting graduates and diplomates for employment?, (3) What are the attitudes of graduates , diplomates, and students toward employment?, and (4) How do graduates, diplomates, and students adjust or accommodate their expectations and aspirations to the opportunities available to them? The investigation encountered difficulty in comparing courses of study, defining and measuring rates of unemployment for the graduates and diplomates, gathering relevant background information, and preserving confidentiality. Nevertheless, data gathered in the study were analyzed in a matrix framework, and numerous findings are reported regarding the student-graduate-employer relationship according to the four terms of reference analyzed. The questionnaires used to gather data are included in the report. (KC)

ED 205 828 CE 029 905

Eschenmann, K. Kurt

Techniques for the Elimination of Drop-Outs within CETA Programs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Governor's Employment and Training Council, Richmond, Va.
Pub Date- 80
Note-28p.; For related documents see CE 029 895-906.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Counseling, *Dropout Prevention, Educational Cooperation, Educational Facilities, *Employment Potential, Enrollment, *Job Placement, *Program Design, *Program Improvement, Staff Development, *Systems Development
Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph looks at the problem of program fluctuation and more specifically the elimination of drop-out within CETA programs. The factors that are reviewed include (1) organization/system design; (2) counseling; (3) staff; (4) program design; (5) job placement/employability; (6) facilities. The purpose of reviewing these techniques is to provide the CETA professional with possible suggestions that may be implemented to stabilize program enrollment by eliminating the client drop-out. (CT)

ED 205 870 CG 015 362

Summerhays, Beth P.

Recareering: The Art of Change.

College Placement Council, Bethlehem, Pa.
Report No.-ISBN-0-913936-17-0
Pub Date-81
Note-18p.
Available from-College Placement Council, Inc., P.O. Box 2263,
Bethlehem, PA 18001.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Change, Career Exploration, *Career Planning,
Displaced Homemakers, Employment Interviews, Employment Opportunities,
Goal Orientation, Job Applicants, *Job Search Methods, *Middle Aged
Adults, *Midlife Transitions, *Reentry Workers

This booklet is designed to help the mature job seeker or career changer establish goals, implement plans, and inspire action. The materials provide action signals to help the mid-life career changer move toward the achievement of career goals. Realities of reentry into the job market are described and an approach to career decision making and job search strategies for the mature job seeker is explained. The unique difficulties and decisions facing reentry women includes discussion of pre-programmed skills, image mistakes, discrimination and self-discreditation, and realistic job possibilities. The role of the college placement and career planning center is explored; resources for investigating employment opportunities and ways to discover the hidden job market of unadvertised jobs are suggested. Hints to insure personal success are listed, focusing on attitudes, personal inventories, resumes, interviews and interview errors, follow-up contacts, and sample interview questions. Elements in a skillful job search and career exploration process are discussed, such as listing prospective employers, researching organizations, interviewing for information, networking, and writing cover letters. Criteria are offered to help job seekers decide which jobs are appropriate for them. Additionally, the acceptance and rejection of offers as well as personal rejections from eployers are discussed. (NRB)

ED 205 914 CS 006 213

Durkin, Dolores

Reading Comprehension Instruction in Five Basal Reader Series. Reading Education Report No. 26.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jul 81

Contract-400-76-0116

Note-55p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basal Reading, *Content Analysis, Elementary Education, *Reading Comprehension, *Reading Instruction, *Reading Materials, *Reading Research, Textbooks

A study examined the teachers' manuals for five basal reader programs, kindergarten through grade six, to discover their recommendations for comprehension instruction. The series analyzed were Pathfinder,'' published by Allyn and Bacon; Reading 720,'' by Ginn and Company; Bookmark Reading Program,'' by Harcourt, Brace, Jovanovich; Houghton Mifflin Reading Series''; and Basics in Reading,'' by Scott, Foresman and Company. These series were chosen because of their current copyright dates and because they were leading sellers and were promoted widely. The analysis revealed that the manuals gave more attention to assessment and practice than to direct, explicit instruction. When instruction did appear in the manuals, the connection between what was being taught and how to read was either minimized or entirely overlooked. As a result, identifying referents for pronouns, distinguishing between fact and opinion, finding topic sentences, and similar activities became ends in themselves. One possible consequence is that children receiving the instruction will be unable to see the relationship between what is done when they read in school and what they should do when they read on their own. Finally, the large number of written exercises supplied by the programs might discourage children from wanting to read on their own. (FL)

ED 205 935 CS 006 237

Schwartz, Judith I.

Dialect Interference in the Attainment of Literacy A Review of the Research.

Pub Date-81

Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Black Dialects, Educational Research, *Interference (Language), *Literacy, Nonstandard Dialects, Reading Skills, Research Methodology, Research Needs, *Research Problems, *Teacher Attitudes, Writing Skills

It has been argued that nonstandard dialects interfere with the attainment of literacy. The proposition that black vernacular English (BVE) has a measurably significant effect on reading achievement has never been demonstrated, although it is a widely held belief. What studies do reveal is an equivocal relationship between dialect and achievement in reading. As for dialect interference in writing achievement, studies comparing the writing of BVE speakers and standard English speakers do not yield strong support for the dialect interference hypothesis. These studies do not look at the impact, if any, of BVE on the meaning encoded in the written symbols. Although negative teacher attitudes have been advanced as an explanation for the low achievement of many children who speak BVE, the intersection of the two sets of variables the negative attitudes of many teachers toward nonstandard dialects and the low achievement of many children who speak nonstandard dialects such as BVE has not yet been demonstrated. A cursory examination of dialect interference in literacy attainment reveals methodological weaknesses and thus questionable conclusions. Studies should be designed and implemented, therefore, that are empirically sound and produce well reasoned and unbiased evidence. (HOD)

ED 205 957 CS 206 405

Davis, Nancy

Evaluating the Evaluators: Comparative Study of High School Newspaper Critique Services.

Pub Date-Aug 81

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, *Evaluation Methods, *Evaluators, Faculty Advisers, High Schools, Journalism Education, *School Newspapers, *Student Publications

Identifiers-Columbia Scholastic Press Association, National Scholastic Press Association, Quill and Scroll

High school publication staffs depend on national critique services as a major means of evaluation and recognition, but most have no measure of how one critique service compares to the others, because they can afford the entry fee for only one evaluation. Thus, a study was conducted to test the validity of three major national critique services Columbia Scholastic Press Association (CSPA), National Scholastic Press Association (NSPA), and Quill and Scroll by submitting nine school newspapers for evaluation by all three services. The school newspapers all were produced in a midwestern state, and none had been submitted for evaluation within the three years prior to the study. The evaluation scorebooks indicated that Quill and Scroll placed a greater emphasis on content/coverage, NSPA stressed physical appearance, and CSPA emphasized writing, editing, and physical appearance. CSPA was the only service that emphasized the writing/editing section. Only two of the papers received a first place rating across the three services, and ratings assigned to two test papers by NSPA contradicted the explanation of the ratings in the scorebook. Quill and Scroll appeared to be the most difficult service from which to get a top rating. Staff and advisers should first decide on the strength of their publications and then submit them to the service emphasizing that area. (HTH)

ED 206 001 CS 206 558

Guantic, Diane Dufva

Developing a Cooperative Library Skills Program.

Pub Date-Jul 81

Note-12p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperation, Cooperative Programs, Higher Education, *Library Instruction, *Library Skills, Program Descriptions, *Research Skills, *Student Research, Writing (Composition), *Writing Instruction

Identifiers-*Library Procedures, *Research Papers (Students)

The goals and objectives of a college library instruction program should be developed jointly by library staff and composition faculty.

Such a program should (1) attempt to overcome student insecurity and confusion about conducting research; (2) focus on tools and skills necessary at each university level; (3) emphasize the unique aspects of the research process, including the use and evaluation of sources and problem solving strategies; and (4) emphasize the process rather than the product. Many of these housekeeping'' areas can be taught in only one or two class periods or through a reading assignment. A guided tour or exercises in an instruction booklet or on computers or video tapes can acquaint students with the organization of the library. Composition teachers should both offer to help librarians develop materials on the writing process to accompany their library use instruction and devise ways to keep the skills needed to write a final paper methodical and minimal. Classroom time would be more productive if teachers emphasized problem solving strategies. Finally, librarians can provide students with knowledge about information roadblocks that composition teachers cannot provide because they do not know all the tools and skills of library research. (HTH)

ED 206 044 EA 013 761

Lysakowski, Richard S. Walberg, Herbert J.

Classroom Reinforcement and Learning: A Quantitative Synthesis.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Grant-NIE-678-0090
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). This document is Part G of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 759-760, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Educational Research, Elementary Secondary Education, Learning Motivation, *Outcomes of Education, Postsecondary Education, Predictor Variables, *Reinforcement,

Statistical Analysis

To estimate the influence of positive reinforcement on classroom learning, the authors analyzed statistical data from 39 studies spanning the years 1958-1978 and containing a combined sample of 4,842 students in 202 classes. Twenty-nine characteristics of each study's sample, methodology, and reliability were coded to measure their effects on reinforcement and learning. The types of reinforcement tested ranged from intangible social approval to tangible (even edible) objects. Statistical analysis using regressions and analysis of variance showed that reinforced students have markedly higher learning outcomes than do non-reinforced control students. Contrary to previous theory and opinions, the strong effects of instructional reinforcement appear constant across grades (kindergarten through college), socioeconomic levels, race, private and public schools, and community types. Tangible reinforcements may be slightly more effective than intangible ones, and female and special-school students may be slightly more affected by reinforcements, but generally there is little strong evidence that some types of reinforcers are more effective than others. (Author/RW)

ED 206 064 EA 013 801

Meyer, Linda A.

Implementation from the Perspective of a Project Supervisor. Draft.

Pub Date-15 Apr 81

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques, Elementary Education, Performance, Supervisors, *Supervisory Methods, *Teacher Education, *Teacher Supervision, Teacher Workshops

Identifiers-*Direct Instruction Model, *Monitoring, Project Follow Through

The role of the project supervisor in implementing the Follow Through program's Direct Instruction Model is described in this report. The two most important aspects of effective supervision are identified as training and monitoring. The report first describes workshop training, focusing on twelve general conditions for instruction and four specific teaching techniques, and discusses classroom followup to the workshop sessions. The second part of the report details the monitoring of instruction by keeping track of daily progress through the prescribed lesson sequences as well as by using criterion- and norm-referenced tests. The report concludes that the success of the strategies for implementing Direct Instruction indicates improvements that could be made in training, monitoring, and supervision in other educational situations. (PGD)

ED 206 106 EA 013 904

Dickson, Richard L. Moore, David T.

IEP Development and Implementation: The Role of the Elementary Principal.

Pub Date-Nov 80
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Disabilities, Due Process, Elementary Secondary Education, Individualized Education Programs, Mainstreaming, Meetings, *Principals, *Special Education
Identifiers-Multidisciplinary Teams

Recent state and federal laws require specific changes with regard to the evaluation and placement of special education students, many of which are beyond the principal's knowledge or expertise. Thirteen elementary principals were interviewed to discover the strategies used by principals before referring a student for special education, as well as the preparatory activities they engaged in prior to multidisciplinary team (MDT) and individual educational program (IEP) meetings. The principals' responses regarding their role in such meetings reflected a lack of consensus. In general, the principals viewed themselves as responsible for insuring that students who require special education receive the needed services. Most often principals perform a validating role in which their presence at MDT and IEP meetings lends greater validity to the proceedings. Specific suggestions for principals include getting all relevant people involved in such meetings, helping participants define their roles, and periodically monitoring the progress of special education students. (JEM)

Blaschke, Charles L. And Others

P.L. 94-142: A Study of the Implementation and Impact at the State Level. Volume I. Final Report.

Education Turnkey Systems, Inc., Falls Church, Va.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-300-80-0658
Note-104p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Ancillary School Services, *Compliance (Legal), *Disabilities, Elementary Secondary Education, *Federal Legislation, Program Administration, *Program Implementation, Special Education, *State Departments of Education, *State School District Relationship
Identifiers-*Education for All Handicapped Children Act

Nine state education agencies (SEAs) were studied in terms of SEA organization and administration in response to P.L. 94-142, The Education for All Handicapped Children Act. Six major issues were examined: strategies used by states to implement P.L. 94-142, major impact of P.L. 94-142 on the SEAs, creation of unintended and/or unforeseen consequences at the SEA level, ways in which SEAs coped with unforeseen consequences, patterns of implementation and impact, and creative coping strategies used by SEAs to implement P.L. 94-142. Among findings were high levels of staff time and effort related to the implementation of the SEA supervisory role which has yet to be fully implemented in any of the states; umbrella-type advocacy organizations influenced the implementation process; withdrawal of services by other state agencies and creation of tensions within the SEA and between the SEA and other agencies were unintended and unforeseen consequences; and in all states, the number of professional staff within special education increased. Eight policy implications, recommendations are presented, including that the SEA supervisory provision should be changed, and that uniform implementation of related services should not be expected. (CL)

ED 206 228 HE 014 271

Pace, C. Robert

Measuring the Quality of Undergraduate Education.

Pub Date-Apr 81
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Educational Quality, Facility Utilization Research, *Higher Education, Mathematical Formulas, *Measurement Techniques, Outcomes of Education, Rating Scales, Student College Relationship, *Student Participation, Surveys, *Undergraduate Study, Use Studies

It is proposed that the breadth or scope of high quality effort by college students to use facilities and opportunities on campus is a potential index of the quality of undergraduate education. In 1979 and 1980, responses to quality-of-effort measures (generally, student activity checklists) were obtained from over 9,000 undergraduates at 30 four-year colleges and universities. An index of the breadth or scope of high quality effort was derived from students' scores on twelve of the effort scales. Scores spanned the full range from 0 to 12 (the upper limit indicating that the student spends high quality effort on all 12 of the topics concerned). One-fourth had a score of nine or above, and about the same proportion had a score of three or lower. Within the four types of institutions studied (comprehensive colleges and universities, research universities, highly selective liberal arts, and less selective liberal arts), the relationships between breadth scores and student characteristics are consistent. The breadth score distributions were compared with a measure of student outcomes, the number of outcomes or objectives in which the percent of students report substantial progress is higher than the overall average in the study. The comparison shows the breadth of high quality effort to be clearly associated with the breadth of high quality outcomes. However, the merit of breadth scores as an indication of institutional quality was not found to cross institution type, since big schools had consistently lower scores than small schools, and other differences were found across the four institution type categories. It is concluded that the breadth index as used here provides results congruent with some traditional indicators of educational quality, but is more appropriate and more revealing. (MSE)

CE 029 746

ED 205 754

Clayton, Kermeta

Postsecondary Occupational Home Economics Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Jun 81

Contract-300-79-0538

Note-198p.; For related documents see CE 029 740-748.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, Advisory Committees, Conservation Education, Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, Homemaking Skills, Minority Groups, Nutrition, *Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, *Postsecondary Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, *Vocational Education

Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors,, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers postsecondary occupational home economics. (KC)

Ellis, Barbara Gray, Ed.

Drug Abuse from the Family Perspective: Coping Is a Family Affair.

Department of Health and Human Services, Washington, D.C.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.-DHHS-ADM-80-910

Pub Date-80

Note-148p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Collected Works - General (020) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adolescents, Antisocial Behavior, Correlation, *Drug Abuse, Drug Rehabilitation, *Family Counseling, *Family Role, Illegal Drug Use, Mental Health, Policy Formation, *Prevention, *Research Needs

This monograph contains several commissioned papers which attest to the significance of the family perspective in the understanding, treatment, and prevention of drug abuse. Papers discussing the fundamentals of a conceptual framework for the family perspective are followed by a review of theories of family growth and development, structure, function, and dysfunction, including reports of supporting research and case materials. Policy considerations for local treatment programs, state and federal initiatives, and the professional community are discussed. The monograph concludes with conceptual shifts and subsequent proposals that may institutionalize new ways of thinking about dysfunctional behavior. A report of the Office of Program Development and Analysis on the practice of primary prevention in family therapeutic work is included. A recurring theme throughout these papers is the supposition that specific family-related antecedents are associated with specific problematic behavior, that certain generic family factors are associated with dysfunctional behavior, and that investigations of the apparent commonalities would be useful. (Author/NRB)

ED 205 979 CS 206 517

Stetson, Elton G.

The Effect of Two Contrasting Spelling Approaches on the Achievement of Sixth Graders.

Pub Date- 81

Note-24p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Cognitive Processes, *Comparative Analysis, *Educational Research, Grade 6, Intermediate Grades, *Spelling Instruction, Test Validity, Word Recognition

A study was conducted among approximately 1,000 sixth-grade students in 22 classes to examine the effects on achievement of the Spell Correctly'' program (control group) and the Spell Correctly'' supplemented with the Stetson Reading-Spelling Approach (experimental group). The Spell Correctly'' program is characterized by its emphasis on learning spelling rules, the study of word meanings, and careful attention to sound-letter patterns. The Stetson Reading-Spelling Approach is characterized by its no-rules'' philosophy, emphasis on visual-perceptual processing, memory, and the writing of words followed by immediate feedback and self-correction. Results indicated that the experimental group learned significantly more words per week: the control group students learned 3.78 words per week while the experimental group students learned 6.6 words per week. The experimental group also improved significantly in long range spelling retention. However, there was no significant improvement on a standardized achievement test, regardless of the treatment. (HOD)

ED 206 024 CS 503 559

Haggard, Carrol R. Haggard, Jacquelyn F.

Intervention Strategies for Self-Concept Development.

Pub Date-May 81

Note-33p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Attitude Change, Change Agents, Communication Research, Communication Skills, *Concept Formation, Elementary Secondary Education, *Interpersonal Relationship, *Intervention, *Self Concept, Student Teacher Relationship, Teacher Behavior, *Teacher Influence, Teaching Skills

Seeking to identify intervention strategies that classroom teachers can use to develop healthy self-concepts in learners, this paper provides a review of communication research on self-concept and its pedagogical implications. The first section of the paper reviews research on selected salient influences on self-concept, including work on racial influences, social status, personal factors, parental influences, learning successes in school, classroom atmosphere, and teacher self-concept. The second section examines the relationship between self-concept and academic achievement, with discussions of teacher interpersonal behavior and pedagogical strategies that enhance student self-concept. The final section of the paper considers the importance of teachers developing effective interpersonal communication skills, awareness of their own perceptions of students, awareness of student attitudes, and positive expectations about student performance. (RL)

ED 206 085 EA 013 824

Daresh, John C.

Factors Supporting or Inhibiting Innovative Practices in Senior High Schools.

Pub Date-Mar 81
Note-12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Cooperative Programs, Curriculum, Decentralization, Financial Support, High Schools, Individualized Instruction, *Instructional Innovation, Interviews, Leadership, Principals, *Program Implementation, *Success, Superintendents, Teacher Education, Teacher Role

Semistructured interviews were used to query school staffs, administrators, and school board members in this exploratory field study of successful high schools implementing an individualized program. Analysis of results suggest these possible findings regarding factors that may support or inhibit the implementation of innovations: (1) The most important intraorganizational factor supporting implementation appeared to be the principal; (2) most teachers reported being ill-prepared in the new behaviors; (3) a decline of staff dedication and commitment was usually credited to burn out'' the emotional and physical exhaustion of maintaining old programs while starting new ones; (4) there were no procedures for assimilating new teachers into new programs; (5) the superintendent appeared to be the key person outside the school sustaining the program; (6) decentralized district management seemed to facilitate innovative practices; (7) centralized curriculum seemed to facilitate the practices; (8) extraordinary funding was not necessary for implementation; and (9) needed formal support systems with other institutions were absent. These findings suggest issues that should be considered by staffs planning to implement or refine innovative practices. (Author/JM)

ED 205 703 CE 029 650

Long, Marion C. Post, Susan W.

State Alternative Work Schedule Manual.

National Council for Alternative Work Patterns, Washington, D.C.; National Governors' Association, Washington, D.C.
Spons Agency-Office of Personnel Management, Washington, D.C.
Pub Date-81
Note-117p.
Pub Type- Information Analyses (070) - Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Employment, *Flexible Working Hours, *Government Employees, Occupations, *Part Time Employment, Retirement, *State Agencies, State Government, *State Legislation, *State Programs, Working Hours
Identifiers-Job Sharing

During recent years, there has been increasing interest within both the public and private sectors in the use of alternative work schedules. While a sizable body of literature exists on the use of work scheduling variations among private employers, there is a dearth of information concerning the extent and impact of alternative work schedules in state government. This manual was created in an effort to fill that gap. The manual is the result of a comprehensive survey of state personnel departments and other state agencies to determine the extent and scope of alternative work schedule arrangements in state government. The manual includes, on a state-by-state basis, information on flexible work hours, compressed workweeks, permanent parttime employment, job sharing, transition retirement, and voluntary time-income trade-offs. It provides both an overview of activities undertaken on a statewide basis and concise, detailed summaries of programs in selected agencies within state governments. (Because of space limitations, every agency surveyed in every state is not included; however, an attempt has been made to include representative samples of the types of programs available in each state.) (KC)

ED 205 720 CE 029 693

Tomlinson, Robert M. And Others

Industrial Education Programs and Personnel in Illinois Secondary Schools, A Pilot Study. I.E.I.S. Report No. 1.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Note-142p.; The last two pages of this document will not reproduce well due to small print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Faculty Mobility, *Industrial Education, Inservice Teacher Education, National Surveys, Program Improvement, Secondary Education, State Surveys, Teacher Background, Teacher Characteristics, Teacher Education, Teacher Shortage, *Teacher Supply and Demand, *Trade and Industrial Teachers, Vocational Education Teachers

Identifiers-*Illinois

This report discusses several activities of the Industrial Education Information System project to establish a data base to determine number and types of industrial education programs and background on teachers. Chapter 1 contains a general description of activities. Chapter 2 is a review of literature relating to causes and results of position changes by industrial educators. Project methods and procedures are described in chapter 3. Chapter 4 reports results of a pilot study to identify all programs and personnel in two representative regions of Illinois and a study of teacher turnover in these regions. Chapter 5 presents results of a national telephone survey to state supervisors to study vocational-industrial teacher supply. A summary of the report and major conclusions are provided in chapter 6. These recommendations are made: (1) prepare graduates of teacher education programs to handle student problems effectively, (2) establish a mechanism to identify first- and second-year teachers statewide and provide for their continuing inservice education, (3) recruit for teacher education programs, (4) increase resources to programs, (5) increase income and benefits for teachers, (6) establish a statewide clearinghouse for vacancies and potential teachers, and (7) continue to develop the data base and to study factors related to teacher supply and demand. (YLB)

ED 205 771 CE 029 782

Establishing an Opportunity for Compensated Activities Center for the Elderly. The Development and Implementation of a Center to Place Elders into Working Positions (Work Again Project).

Southeast Missouri State Univ., Cape Girardeau.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-30 Jun 81

Note-46p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Programs, Community Attitudes, Continuing Education, Educational Needs, Followup Studies, Handicrafts, Individual Needs, *Job Placement, Job Training, Models, Needs Assessment, *Older Adults, Participant Characteristics, *Program Development, *Program Effectiveness, *Program Implementation, Recreational Activities, Recruitment, Self Concept, Student Recruitment, Volunteers, Volunteer Training

Identifiers-Missouri, Tennessee Self Concept Scale, *Work Again Project

The Work Again Project entailed development and implementation of a center to place adults aged 58 and above into a variety of paid and volunteer positions, investigation of the effect of such placement on the self-image of participants, and education of the community as to the working needs of older adults. A project staff consisting of five part-time employees recruited and processed a total of 2,883 people aged 58 and older. Training programs, classes, and workshops were developed around the needs and interests of project participants to facilitate their involvement or work placement. In all, 104 participants (89 percent of those seeking employment) were placed into paying jobs, 39 were placed in volunteer programs, 273 were placed in crafts or related projects, and 2,449 participated in such social activities as films, dancing, bingo, and musical programs. While the Tennessee Self Concept Scale indicated only a small change in the self-image of project participants, subjective evaluation affirmed the project's beneficial effect on those participating in it. The community awareness phase of the project involved a coordinated effort using several media forms. The project was considered extremely successful. (MN)

ED 205 789 CE 029 817

Hepburn, Larry And Others

Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Jun 81

Contract-R-33-10-C-0442-400; R-33-21-J-0542-400

Note-62p.; For related documents see note of CE 029 793.

Available from-Division of Adult, Vocational and Technical Education, Illinois Office of Education, 100 North First St., Springfield, IL 62777 (write for price).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Asian Americans, *Competency Based Education, Curriculum Design, *English for Special Purposes, *Grammar, Guidelines, Indochinese, Learning Activities, Mathematics, Metric System, Prevocational Education, Program Design, Spanish, Spanish Speaking, Teaching Methods, *Vocational Education

Identifiers-Limited English Speaking, Southeast Asian Languages, *Vocational English as a Second Language

These guidelines serve as an introduction to a set of eight course curricula in the VESL (Vocational English as a Second Language) program. This document introduces the reader to the VESL concept; multi-cultural, competency-based materials of VESL (sequential modules, translated lexicons, grammatical structure for modules, punctuation and vocabulary, technical idioms, translated introductions); and how VESL can be used in prevocational and/or vocational classroom/shop programs. Discussed are sound and writing systems of Southeast Asian languages, Spanish, and English; literacy vs. illiteracy; VESL needs of the students; basic mathematical skills; basic U.S. monetary system; metric and U.S. systems of weights and measures; regional and personal dialects of English; VESL support materials and activities; slide shows for orientation; ongoing visual aids; industrial visits; general guidelines for successful teaching in a VESL program; teaching styles; and overview of concurrent VESL and vocational training. Appended materials include a listing of phonemes of English, a punctuation style list, and a bibliography. (CT) fire safety, first aid planning, personal practices, and eye protection. Emergency communications and first aid procedures are described in section 4. Presented next are suggested forms and outlines, including forms for recording emergency telephone numbers and parent permission and acknowledgement slips, master checklists, hazardous conditions reports, and first aid and emergency procedures. Space allocation, lighting, ventilation, personal facilities, selection of machine tools, special hazards, and noise control are examined in a section on facility design and layout. (The student section of the guide is available separately through ERIC see note). (MN)

ED 206 128 EC 133 574

101 Resources for Counselors: A Guide for Locating Materials for Special Education Students.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.; Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Pub Date-Jan 81

Note-224p.; Funded through the Counseling Special Students project.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Abstracts, Career Education, *Disabilities, Elementary Secondary Education, Group Counseling, Handicap Identification, Individual Counseling, *Instructional Materials, Mainstreaming, Parent School Relationship, Peer Acceptance, *Resources, *School Counseling, Student Attitudes, Student Evaluation, Vocational Education

The collection of 101 abstracts is designed to aid school guidance counselors in identifying education resource materials to use with special students and to increase school counselors' awareness regarding special students' needs. The first section, titled Assessment,'' contains abstracts dealing with diagnosis and identification, and testing special education students. Attitudes toward the Handicapped'' is the second section and it includes materials designed to develop awareness about handicapped students, their uniqueness, and their struggle for acceptance. The Career/Vocational Education'' section has abstracts describing work options, vocational education programs, and career exploration and preparation methods. Individual and Group Guidance and Counseling'' is the topic of the fourth section. A fifth section consists of abstracts describing materials to use when integrating handicapped students into general education classes. A final section, Parents,'' contains abstracts on materials about the parent school relationship. Included for each entry are an abstract describing the material along with its strengths, weaknesses, and possible modifications and a materials description form listing title, author, publisher, publication date, price, subject areas covered, target audience, format, grade level, and length. (Author/SB)

ED 206 173 FL 012 472

Magrath, Douglas

Culture and Language Learning: Middle Eastern Students.

Pub Date-Jul 81

Note-9p.; Paper presented at the TESOL summer meeting (3rd, New York, NY, July 24-26, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Administrator Responsibility, *Communication Problems, Cultural Traits, *Culture Conflict, Dialects, *English (Second Language), Foreign Students, Higher Education, Hygiene, Idioms, Intensive Language Courses, Intonation, Language Styles, Language Variation, Personal Space, Questionnaires, Religious Conflict, Secondary Education, Second Language Learning, Sex Role, Stress (Phonology), *Student Attitudes, Teacher Responsibility, Teaching Methods, Time Perspective

Identifiers-Middle East

Middle Eastern students face cultural conflicts in adapting to the western value system. While feeling obligated to maintain their native culture they also need to feel comfortable with the culture of their target language. In attempting to identify with a new group, ESL students may sense a loss of membership in their native group. Culture stress may arise when individuals reach a state of not belonging to either their native or second language group. ESL teachers and administrators need to be aware of this conflict so they may help these students function in a foreign society. A questionnaire was given to higher level intensive ESL students to ascertain their major positive and negative reactions to adjusting to American society and intensive ESL coursework. ESL students have problems with differences in stress, intonation, dialect variation, social register, idiomatic usage, and conversational strategies. These problems can disrupt communication. In the classroom, ESL instructors need to be aware of Middle Easterners' cultural biases to develop effective classroom strategies. Matters of religion, diet, hygiene, sex roles, proxemics, and punctuality reveal cultural differences and may cause problems that must be handled with empathy in order to ease the foreigner's transition into society. (JK)

ED 206 193 FL 012 497

Macedo, Donaldo P., Ed.

Issues in Portuguese Bilingual Education.

National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; National Materials Development Center for French and Portuguese, Bedford, N.H.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Report No.-ISBN-0-89857-163-4

Pub Date-Feb 80

Note-266p.

Available from-Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140 ($4.00).

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Bilingual Education, *Culture Conflict, Elementary Secondary Education, English (Second Language), Folk Culture, Higher Education, *Portuguese Americans, Proverbs, Reading Instruction, Testing

Identifiers-Azoreans, Cape Verdeans, Elementary Secondary Education Act Title VII, Wechsler Intelligence Scale for Children (Revised)

The following articles are included: (1) Bilingual-Bicultural Education for Portuguese-Americans: An Overview'' (Nelson H. Vieira); (2) Minority Status for the Portuguese: Its Implication in Higher Education'' (Gilbert R. Cavaco); (3) The Luso-American Limbo: Closer to Heaven or Hell?'' (Ana M. Fonseca); (4) Bicognition: A Treatise on Conflict Resolution in the Portuguese-American Community Some Insights for Educators and Public Professionals'' (Antonio Simoes, Jr.); (5) Overcoming Culture Shock: A Frame of Reference'' (Pedro da Cunha); (6) Testing Portuguese Immigrant Children Cultural Patterns and Group Differences in Response to the WISC-R'' (Jose Luis Ribeiro); (7) A Profile of the Azorean'' (Onesimo T. Almeida); (8) The Role of Capeverdean Culture in Education'' (Arthur Lomba); (9) Let Them Eat Crab: Translated Proverbs in Context'' (George Monteiro); (10); A Lingua Caboverdiana na Educacao Bilingue'' (Donaldo P. Macedo); (11) Teaching Reading in English to Portuguese Speakers: A Background for Teachers'' (Adeline Becker); (12) Developing Authentic English as a Second Language Teaching Strategies for the Linguistic Needs of Portuguese Native Language Students'' (Robert C. Parker); and (13) Algumas Notas Relativas ao Ensino Secundario e aos Estudantes Bilingues Provenientes dos Paises de Lingua Portuguesa'' (Salazar Ferro). (JB)

ED 205 808 CE 029 871

Borman, Christopher And Others

The High School Student in the Working World A Handbook for Counselors.

Texas Education Agency, Austin.

Pub Date-Jul 81

Note-116p.

Available from-Publications Office, Texas Education Agency, 201 East 11th St., Austin, TX 78701 ($4.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Affirmative Action, *Career Counseling, Career Guidance, *Decision Making Skills, Disabilities, *Educational Resources, Employment, Employment Practices, *Entry Workers, Family Attitudes, Family Influence, Guidelines, *High School Students, *Job Application, Job Search Methods, Occupational Aspiration, Occupational Information, Postsecondary Education, Program Development, Secondary Education, Semiskilled Occupations, Skilled Occupations, Technical Education, Testing, Tests, Vocational Education, Vocational Interests

Identifiers-Self Employment

This handbook is designed for use by counselors and teachers in working with students who plan to enter the working world during or following high school; however, the information contained in the book should be useful in working with all students whether they plan to go to work, to college, or both. Following an introduction, the handbook is organized in 12 chapters. Topics covered include the following: helping students explore interests, abilities, and limitations; standardized tests; career decision making, decision-making skills; involving the student's family in career decisions; how to get hired, including finding job openings, filling out applications, writing resumes, handling job interviews, and affirmative action; what to expect after initial employment; exploring self-employment; vocational education programs in secondary schools; postsecondary vocational-technical training programs; counseling the handicapped; sources of information for present and future career opportunities in your community that do not require a college degree; planning a career guidance program; and sources of free and inexpensive career information materials. (KC)

ED 205 829   CE 029 906

Eschenmann, K. Kurt

What Makes CETA Training Programs Different from Traditional Education Programs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date- 80

Note-27p.; For related documents see CE 029 895-905.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Organization, Delivery Systems, Educational Cooperation, *Federal Programs, Job Skills, *Job Training, Program Descriptions, *Program Design, Program Evaluation, Scheduling, Skill Development, Teaching Methods, *Training Methods

Identifiers-*Comprehensive Employment and Training Act, Linkage

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph discusses how the various CETA and traditional educational programs differ in component design. The various components reviewed include (1) instructional methods; (2) intake and client scheduling; (3) program length and measure of achievement; (4) class organization/management; (5) program design/delivery; and (6) employability/skill training. (CT)

ED 205 892 CS 006 137

Stetson, Elton G. Wiley, Patricia D.

The RSVP: A Core Vocabulary for Students in Grades One to Nine.

Pub Date- 81

Note-22p.

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Vocabulary, Elementary Education, Junior High Schools, Reading Ability, Reading Research, Spelling, *Vocabulary Development, *Word Lists

The Reading-Spelling Vocabulary Program (RSVP) is a list of 900 words of highest frequency selected from 14 previous studies of words in print, spoken vocabulary, and children's and adults' handwriting. The words are divided into four levels and 60 lessons of 15 words each. When a sample test was constructed and administered to 266 elementary school students, the results showed that (1) the level of difficulty ranged from grade one to grade nine, (2) mastery of the RSVP test was not achieved until students had achieved a ninth grade reading ability, and (3) the 60 lessons were generally in ascending order of difficulty. (The word list is appended, arranged by level and lessons.) (RL)

ED 205 915 CS 006 214

Bruce, Bertram And Others
Why Readability Formulas Fail. Reading Education Report No. 28.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-BBN-R-4715
Pub Date-Aug 81
Contract-400-76-0116
Note-17p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cohesion (Written Composition), *Evaluation Methods, Measurement Techniques, Readability, *Readability Formulas, Reading Ability, *Reading Comprehension, Reading Processes, Reading Research, *Validity

The failure of readability formulas can be attributed to three weaknesses in the formulas. First, they ignore or violate current knowledge about the reading process. Most formulas affect only sentence length and word difficulty while ignoring factors that influence text comprehensibility, such as cohesion, the number of inferences required, the number of items to remember, complexity of ideas, rhetorical structure, dialect, and required schemata. Nor do they account for reader-specific factors such as interest and the purpose for reading. Second, readability formulas lack solid statistical grounding. The most respected formulas have been validated by test lessons that were intended only as practice exercises, never as measures of text comprehensibility or as indicators of reading ability across age, class, or cultural groups. Third, readability formulas are used inappropriately in two of the contexts in which they appear to be most valuable. Even a formula with some validity, used with appropriate texts and readers, cannot correctly predict how a particular reader will interact with a particular book. (HTH)

ED 205 936 CS 006 238

Sheridan, E. Marcia Fizdale, Barbara

Cultural Factors and Sex Differences in Reading and Mathematics.

Pub Date- 81
Note-15p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Cultural Differences, Elementary Secondary Education, Females, Literature Reviews, Males, *Mathematics, *Reading Achievement, Reading Research, *Sex Differences, Sex Role, *Sex Stereotypes

A review of the research literature reveals that early in their school careers, children learn that reading is closely identified with the female role and, though less so, mathematics with the male role. These stereotypes increase with age and become particularly debilitating for females in math achievement. Though reading is strongly identified as feminine,'' boys are apparently resiliant enough to overcome the stereotype. The identification of reading as feminine is not true universally and is more closely associated with North American countries. However, while sex differences in reading are common before age ten in the United States, they tend to disappear by adulthood. One possible explanation for this is that after elementary school, reading is no longer defined as a course but as a process, and becomes an essential tool in all school classes. An examination of studies that have analyzed sex differences in reading and math after controlling for intelligence, reading readiness, spatial ability, and differential course taking reveals that cultural and environmental factors are the primary explanations for such differences. (FL)

ED 205 958 CS 206 410

Born, Donna

The Image of the Woman Journalist in American Popular Fiction 1890 to the Present.

Pub Date-Aug 81

Note-45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, Careers, *Characterization, *Content Analysis, Cultural Influences, Employed Women, *Females, *Fiction, Higher Education, *Journalism, Sex Role, *Sex Stereotypes

Identifiers-*News Reporters

Twenty-two short stories and seven novels, each with a woman journalist as a major character, were used in an analysis of the image of the woman journalist in four time periods (1890-1920, 1920-1940, 1940-1945, and 1945 to the present). The themes of the stories changed over time, often reflecting the prevailing cultural attitudes about working women, but the image of the woman journalist throughout the stories tended to be of a competent, independent, courageous, and compassionate professional. In all the time periods, compassion caused conflicts in professional responsibilities and at times the loss of professional respect. A consistent stereotype throughout the fiction portrayed the woman journalist as better than female or more like the male thus explaining her professional ability as well as her loss of personal happiness (which depended on feminine qualities) when her male traits became too strong. The image of the woman journalist changed from that of a relatively strong, capable woman in the earliest period (1890-1920) to a less competent, more emotional, more feminine woman in the middle period (1920-1940), to a highly competent but somewhat unreal and irrational woman during the World War II period, and to a more individualistic, competent, less stereotypical woman striving for professional identity in the face of stereotyping in the most recent period (primarily after 1963). (RL)

ED 206 025   CS 503 563

Mathis, Jerry W.

The Represented Consciousness in the First Line: A Phenomenological Approach to How a Poem Begins.

Pub Date-Apr 81

Note-10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discourse Analysis, Higher Education, *Literary Criticism, *Literary Devices, *Literature Appreciation, *Oral Interpretation, *Poetry

The successful oral reading of poetry requires that oral interpreters conduct phenomenological investigations of the first lines of the poems, not merely to make these lines happen properly but to suggest what has preceded the first line. Individual word meanings in the opening lines of a poem establish structures of intentionality'' the revelation of persona, setting, mood, tone that the performer must match'' to get the poem started. Included in these structures are (1) the kind of awareness of audience that is inherent in the poem and its persona; (2) how the reader's (and listener's) intentions are directed by the objects, actions, and other things constituting the poetic persona's consciousness; and (3) the thetic'' position of consciousness in the poem (how the objects, actions, and feelings are revealed in the poem).

The overriding point for the oral interpreter to realize is that these structures of consciousness and poetic intention are in place before the performer utters the first line; so the hurdle to overcome in plunging into the first line of a poem is the enormous spot of indeterminacy'' that occurs just before the first line. (The first lines of several poems are used to illustrate how oral interpreters can determine the structures of intentionality upon which their performances depend.) (RL)

ED 206 045 EA 013 763

Nucci, Larry P. Walberg, Herbert J.
Psychological Models of Educational Growth.
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Grant-NIE-678-0090
Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Some figures may be marginally legible. This document is Part I of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 759-761, EA 013 764-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Development, Cognitive Measurement, *Developmental Stages, Diagrams, Epistemology, *Models, *Psychometrics
Identifiers-Cognitive Structures, Erikson (Erik), Freud (Sigmund), Neo Piagetian Theory, Piaget (Jean)

A discussion of models of intellectual development and their application to education identifies the two major groups of such models and examines recent attempts to combine them. The two types of theories are described as the psychometric models, which see intellectual growth as the incremental amassing and associating of discrete ideas, and the structuralist or growth stage models, which view growth as a stage-wise'' series of qualitative transformations or reorganizations of the intellectual and affective processes. The authors first review the psychometric models, noting their orientation toward tests of vocabulary and other abilities as well as their lack of a theory of growth. The paper then considers the insights and problems produced by the growth stage models. It touches on the functional-descriptive models of Gesell and Havighurst, the psychoanalytic stage models of Freud and Erikson, and Piaget's cognitive development model. The paper's final sections discuss recent attempts to reconcile psychometric models with the cognitive development theory, including structural behavioralism and neo-Piagetian theory. These recent theories, observe the authors, may offer new ways to apply development theory to education. (RW)

ED 206 065 EA 013 802

Pitner, N. J.

Administrator Training: What Relationship to Administrator Work?

Pub Date-Apr 81

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Administrator Role, Administrators, Educational Administration, Elementary Secondary Education, Higher Education, Job Analysis, Job Skills, *Management Development, Professional Associations

Identifiers-Project Leadership

Studies consistently indicate that the characteristics required of administrators in the performance of their duties are not the characteristics required of students seeking advanced degrees in administration. Consideration of research into the characteristics of administrators, their work, and their training leads to several important conclusions: administrative work requires cognitive skills, managerial skills, and energy; administrator training should be tied to the requirements of the job; school administrators feel they are unprepared for the realities of managerial work; school administrators prefer to be trained by other administrators; learning laboratories could help turn theory into practice; and, while universities are suited to the transmission of cognitive information, other agencies are more appropriate for practical training. The Project Leadership training model attempts to act on some of these conclusions, calling for practicing administrators to train other administrators in 90-minute workshop sessions. The process of developing and testing the training model revealed several problems in the model's format, but also demonstrated values in the collaboration of universities and professional associations in program development; in the involvement of administrators in training administrators; and in the conscious articulation of course work and real life situations and problems.

(Author/PGD)

ED 206 107 EA 013 909

Heck, Susan Goldstein, Marcia

Structured and Unstructured Approaches to Implementation: Whom Does the Shoe Fit?

Pub Date-Apr 80
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, *Educational Innovation, Elementary Secondary Education, Higher Education, *Models, Policy Formation, Program Evaluation, *Program Implementation, *Research Methodology
Identifiers-*Concerns Based Adoption Model

This paper was presented as part of a symposium exploring different philosophical and technical perspectives and implications of implementation research. Some basic differences between the structured and unstructured approach to implementation as portrayed in the literature are described. Next, the assumptions and assessment techniques of the Concerns-Based Adoption Model (CBAM) and two examples of its application are presented. The ideas of the CBAM were developed to represent the highly complex process entailed when educational institutions and the individuals in them become involved in implementing innovations. Thirdly, the dimensions on which the structured and unstructured approaches differ are used to characterize CBAM's approach to implementation. The paper suggests how value assumptions and working relationships resulted in the development of quantitative measurement procedures for program improvement. (Author/MLF)

ED 206 152 FL 012 296

Ricciardi, Joseph S.

Some Thoughts on the Use of Interviews for Assessing Second-Language Proficiency.

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Pub Date-Sep 80

Note-13p.

Journal Cit-Medium; v5 n3 p11-22 Sep 1980

Pub Type- Journal Articles (080) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), *Language Proficiency, Language Tests, Oral Language, Second Language Instruction, Test Construction, *Testing, Test Validity, Verbal Communication

Identifiers-Foreign Service Institute DC

Communicative competence in a given language is not guaranteed by competency in the understanding and use of linguistic structures. As part of the testing corpus of an individual's communicative competence in a second language, an oral proficiency interview may provide some insight into the individual's communicative ability in a variety of sociolinguistic situations. Caution is advised in the use of this method in terms of its predictive strength and the mechanics of its application. For an oral proficiency interview to function as a valid testing instrument, the entire range of problem areas that will be met in its application must be identified and addressed before the interview begins. In addition, the validity of the interview as an accurate judge of non-interview type oral language situations must also be ascertained before it is put into use. The best guides for the development of oral proficiency interviews are the speech acts characterizing the language use to be expected of individuals both in their work environment and with their peers. (Author/JK)

ED 206 212 HE 014 039

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part II).

National Association for Foreign Student Affairs, Washington, D.C.
Pub Date-81
Note-99p.; For related document see HE 014 313.
Available from-National Association for Foreign Student Affairs, 1860 19th St., NW, Washington, DC 20009.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Certification, *Comparative Education, *Degrees (Academic), Elementary Secondary Education, *Foreign Countries, *Foreign Students, Grading, *Graduate Students, Higher Education, International Educational Exchange, *Student Placement, Teacher Certification
Identifiers-Asia, Europe, Middle East, South America

Information on the educational systems of 52 foreign countries and recommendations for student placement into U.S. graduate programs are presented. For each country a diagram is presented to illustrate the demarcations between primary, secondary, and tertiary levels, and explanations are provided on grading systems, secondary school certificates, teacher's certificates, and various types of degrees. Variations among different schools, states, or territories regarding certificates/degrees and grading methods are indicated. The following countries are covered: Afghanistan, Algeria, Australia, Bangladesh, Belgium, Brazil, Canada (and the provinces), China, Colombia, Cyprus, Egypt, Ethiopia, Finland, Germany, Ghana, Greece, Honduras, Hong Kong, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Japan, Jordan, Kenya, Korea, Kuwait, Laos, Liberia, Malaysia, Morocco, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Panama, Philipines, Saudi Arabia, Singapore, Sri Lanka, Sweden, Switzerland, Tunisia, Turkey, and Venezuela. (SW)

ED 206 229 HE 014 283

Williams, Carole A.

The Black/White Colleges: Dismantling the Dual System of Higher Education.

Commission on Civil Rights, Washington, D.C.

Pub Date-Apr 81

Note-52p.

Available from-U.S. Commission on Civil Rights, Washington, DC 20425.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Black Colleges, Black Students, *Black Teachers, College Curriculum, *College Desegregation, College Role, Compliance (Legal), Curriculum Development, Educational Opportunities, Equal Education, Evaluation Criteria, *Faculty Integration, Federal Aid, Federal Regulation, Financial Support, Government School Relationship, Higher Education, *Public Policy, *State Colleges

Identifiers-Adams v Califano, Adams v Richard

Criteria to aid states in desegregating their higher education systems and the need for federal desegregation policy to take into account the unique role of public black colleges are examined, and the historical effects of segregation on educational opportunities for black Americans are traced. Criteria issues by the Department of Health, Education and Welfare, Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education,'' focused on three major areas: the dismantling of the dual system with respect to black and white colleges; the desegregation of student enrollments, particularly at the traditionally white institutions; and the desegregation of faculty, administration staffs, nonacademic personnel, and governing boards. It is recommended that the Department of Education should monitor the implementation of the desegregation plans in Arkansas, Florida, Georgia, Oklahoma, and Virginia, and that Title VI compliance should be determined for the remaining states that formerly maintained de jure dual systems of higher education. It is suggested that the adequacy of the criteria for eliminating the effects of past discrimination and for achieving a unitary system should be reviewed. Additionally, suggestions for strengthening the criteria include the following: black public institutions need to expand missions that include more diverse curricula and new degree programs; current funding to traditionally black institutions should be equal to that granted to white institutions and sufficient funds should be allocated to compensate for past inequities; programming to avoid duplication should emphasize specialized, career-oriented degree programs at black institutions. (SW)

ED 205 685 CE 029 552

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.; Virginia State Univ., Petersburg. Dept. of Agricultural Education.

Pub Date-81

Note-85p.

Available from-Agricultural Education Service, Virginia Dept. of Education, P.O. Box 6Q, Richmond, VA 23216 (write for price).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agricultural Education, *Agricultural Engineering, Agricultural Machinery, Agricultural Machinery Occupations, Agricultural Occupations, *Agricultural Production, *Agricultural Skills, Behavioral Objectives, Conservation (Environment), Course Descriptions, Economics, Equipment, Facility Guidelines, Grade 8, Grade 9, Grade 10, Guidelines, Hand Tools, Instructional Materials, *Introductory Courses, Job Skills, Leadership, Learning Activities, Machine Tools, Mechanical Equipment, *Mechanical Skills, Rural Areas, Secondary Education, Soil Science, Urban Areas, Urban Culture,

Vocational Education, Work Experience Programs

This instructional guide contains guidelines and course outlines for a two- and three-year course in agricultural science and mechanics for students in grades 8, 9, and 10. Provided in the first 4 sections are course outlines for Agricultural Science and Mechanics I and II and references for use in each course. Each course outline contains an analysis Grade 8; Grade 9; Grade 10; Course Descriptions; Instructional Materials; mechanics, principles of soil science, principles of plant science, rural and urban living, leadership training, and resource conservation). Topics covered in the individual analyses include unit concepts, suggested student performance objectives, examples of student learning activities, competencies, career guidance, and exploring opportunities on on- and off-farm agricultural occupations. The remaining five sections of the guide present suggested instructional materials and references for the course outline, recommended facility plans, lists of recommended equipment and tools, criteria for quality vocational programs in agricultural education, and a list of agricultural education publications. (MN)

ED 205 871 CG 015 363

Gackenbach, Jayne

Collegiate Swimmers: Sex Differences in Self Reported and Physiological Stress Indices.

Pub Date-May 81
Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Athletics, Blood Circulation, College Students, *Competition, Depression (Psychology), Higher Education, Hostility, Personality Traits, Role Perception, *Sex Differences, Sex Role, *Stress Variables, *Swimming

Research has suggested that sex role identity is a major factor in sports anxiety across the sexes. Sex and sex role differences in sports anxiety as expressed by collegiate swimmers prior to competition were investigated on both self-report and physiological levels. An hour before practice and competition the blood pressures of 13 female and 14 male swimmers were taken. Subjects also completed the Multiple Affect Adjective Checklist twice to measure anxiety, hostility and depression and the Bem Sex Role Inventory (BSRI) to indicate subjects' relative masculinity and femininity. Consistent with sex role prescriptions, males had higher systolic blood pressure than females, yet they reported lower feelings of anxiety and hostility when facing swimming competition. Results of a comparison of BSRI data from these swimmers and 50 male and 50 female college students suggested that higher than average levels of masculinity were associated with individuals who swam competitively in college, regardless of sex. The lack of emotional expression among male swimmers, consistent with their role definition of masculinity, may have resulted in higher blood pressures associated with competition. (NRB)

ED 206 002 CS 206 560

Manning, Maryann Murphy Manning, Gary L.
Improving Spelling in the Middle Grades.
National Education Association, Washington, D.C.
Report No.-ISBN-0-8106-1685-8
Pub Date-81
Note-39p.; Appendix removed due to copyright restrictions.
Available from-National Education Association, Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 1685-8-00, $4.95).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Games, Elementary Education, Learning Activities, Spelling, *Spelling Instruction, *Teaching Methods, Word Lists

Intended to help elementary school teachers improve their current instructional practices, this booklet provides many effective spelling methods not included in published spelling programs. The first part of the book examines the recommended instructional spelling practices of selected authorities. The second part presents alternative spelling views, classified according to informal or individualized approaches. The third part offers guidelines and suggestions for useful spelling games and activities. An appendix of several spelling words lists and an annotated bibliography of works pertaining to spelling are included. (HTM)

ED 205 738 CE 029 728

Para-Professionals in Vocational Education. A Handbook for Use By: Vocational Teachers, Para-Professionals, Institutional Administrators.

Arkansas State Dept. of Education, Little Rock. Special Education Section.

Pub Date-Dec 80
Note-47p.; Sections of italic type may not reproduce well.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, Certification, Course Descriptions, Course Organization, Definitions, Disabilities, Disadvantaged, Evaluation Criteria, Financial Support, Guidelines, *Job Training, Learning Activities, Needs Assessment, Occupational Information, *Paraprofessional Personnel, Personnel Evaluation, Personnel Selection, *Program Development, *Program Evaluation, Public Relations, Qualifications, Sheltered Workshops, *Special Education, Staff Role, Student Characteristics, Student Needs, Teacher Responsibility, *Vocational Education, Work Experience

Designed for use by vocational teachers, school administrators, and paraprofessionals, this handbook contains guidelines for conducting and evaluating programs to train and utilize paraprofessionals to help special needs vocational education students. It consists of four main sections. Section 1 describes such aspects of establishing a paraprofessional program as justification for a paraprofessional program, characteristics of special needs students, definitions of disadvantaged and handicapped, program funding, facilities and supplies, and selection of vocational paraprofessionals. Discussed next are paraprofessional personal and educational qualifications, experience, training, and certification. In an examination of the vocational paraprofessional at work the following topics are covered: job description, recognizing student needs, areas of learning, other responsibilities of the paraprofessional, recommended techniques of teaching, course structure, planning a teaching unit, relationship to the regular vocational teacher, responsibilities of the vocational teacher, public relations, and sheltered workshops. Also provided are evaluative criteria for paraprofessional programs and a course outline for vocational paraprofessionals. (MN)

ED 205 850 CG 015 341

Staats, Elmer B.

States Are Funding Juvenile Justice Projects That Conform to Legislative Objectives. Report by the Comptroller General of the United States to the Subcommittee on State, Justice, Commerce, the Judiciary and Related Agencies, Committee on Appropriations, United States Senate.

Comptroller General of the U.S., Washington, D.C.
Spons Agency-Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.
Report No.-GGD-80-40
Pub Date-7 Mar 80
Note-137p.
Available from-U.S. General Accounting Office, Distribution Section,

Room 1518, 441 G Street, N.W., Washington, DC 20548 (Free).
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adolescents, *Budgets, Delinquency Prevention, *Delinquent Rehabilitation, *Efficiency, *Federal Aid, Operating Expenses, Program Descriptions, Program Evaluation, *Resource Allocation, *State Programs, Youth Programs
Identifiers-*Juvenile Justice

This report discusses the use of funds provided by the Juvenile Justice and Delinquency Prevention Act in California, Florida, Idaho, Michigan, Minnesota, Ohio, and Texas. Objectives of the Juvenile Justice and Delinquency Prevention Act are discussed and requirements for states to receive formula grants are reviewed. Observations from project visits are made as to whether: (1) states had either used funds or had firm plans for the money; (2) states funded programs in accordance with specific guidelines; and (3) projects operated as described in grant applications, used funds as budgeted, and did not maintain excessive cash balances. A state-by-state profile of projects is presented; recommendations and agency comments are also included. The appendix contains discussions of project title, sources and uses of funds, project objectives, and results and observations for each of the 80 projects reviewed. (NRB)

ED 205 980 CS 206 518

Stetson, Elton G. Boutin, Frances

Spelling Instruction is Diagnostic-Prescriptive Minus the Diagnostic.

Pub Date- 80

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, *Diagnostic Teaching, *Educational Research, Grade 2, Primary Education, *Spelling Instruction, *Teaching Methods

Test-study spelling instruction (diagnostic-prescriptive) involves a pretest on words, practice with mispelled words, and a posttest. Study-test spelling (nondiagnostic-prescriptive) involves the study of all words, known or not known, followed by a test. A review of the literature reveals overwhelming support for the test-study method, but it is almost impossible to find a test-study basal program in use today. A study was conducted among 25 second-grade classrooms, in which the teachers, using a study-test text, agreed to pretest their students on Monday rather than on Wednesday (as recommended in the text) and again on Friday. All other aspects of the weekly schedule were followed. Analysis of the pretests and posttests showed that students learned only 2.9 words per week and almost half of the students scored 80% or higher on the pretest. One-half of the students had little need for instruction and learned fewer than three words during 75 minutes of instruction per week. The study indicates that study-test spelling instruction prevents teachers from knowing whether instruction is needed and from determining the number of words that are learned each week. Study-test instruction also forces students to spend time studying words already known. (HOD)

Allen, Harvey A. Splittgerber, Fred

Teachers' and Principals' Attitudes about the Characteristics and Functions of Middle Schools.

Pub Date-Mar 80
Note-11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Chapel Hill, NC, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Role, Curriculum Development, Educational Facilities Improvement, Educational Needs, Elementary Secondary Education, *Middle Schools, National Surveys, Principals, Questionnaires, *School Attitudes, *Teacher Attitudes, Teacher Role
Identifiers-National Middle School Study

Using an attitudinal questionnaire, the National Middle School Study surveyed 153 principals and 567 teachers in exemplary'' middle schools in 37 states. The questionnaire sought to learn the respondents' attitudes concerning the needs or functions of middle school students, teachers, principals, curricula, facilities, and organization. Middle schools selected for inclusion in the survey were those identified as successful by state education departments and other educational authorities. Among the survey's findings were that teachers judged principals by their helpfulness in promoting effective classroom teaching; principals encouraged teacher involvement in school decision-making; teachers and principals favored emphasizing basic skills in the curriculum; and both groups desired to enlarge middle school facilities to include shops, laboratories, and enrichment classrooms. A copy of the survey questionnaire is appended to the document. (RW)

ED 205 704 CE 029 654

Tenney, Richard W., Ed. And Others

Innovative Teaching Ideas. A Sharing of Teaching Tips, Ideas and Methods.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-New York State Education Dept., Albany. Bureau of Agricultural Education.
Report No.-CIOE-81-03
Pub Date- 81
Grant-VEA-53-81-1398
Note-275p.
Available from-Cornell Instructional Materials Service, Room 7, Stone Hall, Cornell University, Ithaca, NY ($9.50, plus shipping, for manual with binder and index tabs; $7.50, for contents only).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Agricultural Education, Agricultural Machinery, *Agricultural Production, *Agricultural Skills, Agronomy, Behavioral Objectives, Botany, Career Education, Course Descriptions, Demonstrations (Educational), Educational Games, Educational Resources, Energy Conservation, *Farm Management, Field Trips, Instructional Materials, Learning Activities, Livestock, Marketing, Material Development, Puzzles, Records (Forms), Reference Materials, Role Playing, Secondary Education, Simulation, Study Guides, Teacher Developed Materials, *Teaching Methods, *Vocational Education

Compiled from materials collected from 150 teachers of agriculture across New York State who participated in a series of 11 regional agriculture inservice workshops, this resource guide contains innovative techniques for classroom operation as well as suggestions for using available resources. The ideas have been organized into the following eight sections: check lists and forms, content outlines and organization, demonstrations and field trips, diagrams and plans, games and puzzles, references and resources, review and study guides, and role play and simulation. Topics covered in individual learning activities include planting crops, pricing, energy conservation, livestock production and management, shop equipment safety, work incentives, shop management, work experience programs, developing grant proposals, community problem solving, community development and government, farm management, soil structure and conservation, styles of leadership, milk marketing, basic nutrition, embryology and incubation, equipment operation and safety, botany, computer use, plant science, commodities, and career exploration and job hunting. (MN)

ED 205 893 CS 006 156

Gordon, Belita

Item Specifications for a College Level Basic Skills Reading Test.

Pub Date- 81
Note-35p.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Higher Education, Minimum Competency Testing, *Reading Tests, *Test Construction, *Test Items

For use by those preparing statewide competency testing programs and those developing basic skills examinations at the postsecondary level, this paper provides guidelines for writing items for tests of basic reading skills. Following a discussion of how to choose appropriate items, how to word items, and how to select appropriate reading passages, the paper then describes each section of the basic skills reading examination and provides item specifications for each. (FL)

ED 206 129 EC 133 576

Craft, Patricia Herring, Blanche

Doorway to Nutrition: A Nutrition Education Program for the Handicapped.

Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.

Spons Agency-New York State Education Dept., Albany.

Pub Date-80

Note-316p.

Available from-Instructional Services Director, Rockland County BOCES, 61 Parrott Rd., West Nyack, NY 10994 ($10.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Curriculum Guides, Disabilities, Food, Learning Activities, *Moderate Mental Retardation, *Nutrition Instruction

The curriculum guide contains objectives and activities for teaching nutrition education to trainable mentally retarded students. Section I explains nutrition education as a means of promoting positive attitudes about food and developing the knowledge and abilities to make healthful food selections. Nutrition education as it relates to the handicapped is considered and some of the principles and procedures important to nutrition education are defined. Section II contains, in chart form, information for teachers such as the four basic food groups and five common groups of essential nutrients. Section III briefly outlines the curriculum's format. A fourth section, which makes up the bulk of the document, contains tables listing objectives, behaviors, conditions, and criteria of acceptable performance for nutrition education area goals and objectives. Among the areas included are food identification, categorization of common foods, balanced diet, weight control, and dental health. Appendixes to this section include lists of common foods and condiments, and illustrations for use in nutrition education activities. Section V, also a major portion of the document, provides activities for each of the objective areas. Final sections provide a bibliography and list of resources. (SB)

Kanun, Clara Podratz, Rosalyn

Nurses Educational Needs Assessment: Rochester and Southeastern Minnesota Area.

Minnesota Univ., Minneapolis. Continuing Education and Extension Research Dept.
Pub Date-Aug 81
Note-26p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Needs, *Labor Needs, Labor Supply, *Needs Assessment, *Nurses, Nursing Education, *Occupational Surveys, *Professional Continuing Education, Retraining, Unemployment, Work Environment
Identifiers-Minnesota (Southeast), *Nursing Shortage

A survey of registered nurses in the Rochester area was conducted to identify needs of potentially reemployable nurses in response to the prevailing opinion that uncongenial working conditions were the primary cause for the shortage of nurses. Data were collected from 20 percent random sample of registered nurses who completed either a survey form or its shortened form. The most consequential finding of the study contradicted the idea that a pool of unemployed, but potentially reemployable, nurses exists. The majority of respondents were working in a full- or part-time nursing capacity. The need was found to be for the education of more nurses rather than for an alteration of the working environment. Following a summary of the research, the report then provides tables and discussions of responses to survey questions regarding work status, current and preferred nursing specialties, demographic characteristics, motivations for continuing education and refresher training participation, current educational level and future educational goals, necessary conditions to return to nursing employment, and time limitations for continuing education participation. Cross-relationships on selected items are also shown. (YLB)

ED 205 755 CE 029 747

Clayton, Kermeta

Adult Consumer and Homemaking Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Jun 81

Contract-300-79-0538

Note-200p.; For related documents see CE 029 740-748.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 (Stock No. 065-000-00111-0).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, *Adult Education, Advisory Committees, Conservation Education, *Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, *Homemaking Skills, Minority Groups, Nutrition, Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, Vocational Education

Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers adult consumer and homemaking education (KC)

Jacobson, Thomas J.
Organizing to Work with CETA. Information Series No. 224.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-76-0122
Note-40p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.25).
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Coordination, *Educational Cooperation, Elementary Secondary Education, *Employment Programs, Federal Aid, *Federal Programs, *Financial Support, Grants, Guides, Models, Postsecondary Education, Program Administration, Program Development, Program Implementation, School Districts, *Vocational Education
Identifiers-*Comprehensive Employment and Training Act

This paper traces Comprehensive Employment and Training Act (CETA) vocational education coordination activities that have occurred in the past and provides suggestions for activities that can be pursued at the local school district level to help school districts participate in the funding opportunities available under CETA. It is designed for school-based and community-based employment and training service deliverers and decision makers. Section 1 provides a review of literature related to CETA/vocational education coordination and addresses topics such as accomplishments to date, problems and issues in coordination, effective mechanisms for facilitating coordination, formal versus informal coordination, and resources for learning coordination. Sections 2 and 3 provide specific guidelines for a process which local educational agencies can use to organize both internally (section 2) to prepare to coordinate with CETA and externally (section 3) to seek and manage subcontracts with CETA prime sponsors. Appended material includes an overview of the CETA legislation. (LRA)

ED 205 790 CE 029 829

Crank, Ron

Agricultural Energy Practices. Agriculture Energy.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Jun 81

Contract-81-133-10

Note-27p.; For related documents see CE 029 830-838.

Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Education, *Agricultural Production, Behavioral Objectives, *Conservation (Environment), Conservation Education, Energy, *Energy Conservation, Learning Activities, *Natural Resources, Postsecondary Education, Secondary Education, Solar Radiation, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers-*Energy Management

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with agricultural energy practices. Its objective is for the student to be able to discuss energy use and conservation of resources in the production of agricultural products. Some topics covered are basic uses of direct energy in agriculture production, factors concerning energy efficiency in agriculture production, benefits that energy subsidies to agriculture production make possible to the national economy, and reasons for the substantial increase in production yields in United States agriculture. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 809 CE 029 872

Extension Home Economics in the '80s: Issues Trends Needs.
Kentucky Univ., Lexington. Cooperative Extension Service.
Pub Date-Jun 80
Note-12p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conservation Education, Demography, Economic Change, Economic Factors, *Educational Needs, Educational Planning, Educational Policy, Educational Practices, *Educational Trends, Energy Conservation, *Extension Education, Foods Instruction, *Futures (of Society), Health Education, *Home Economics, Home Management, Housing, Human Body, Individual Development, Nutrition Instruction, Population Trends, Program Development, Public Affairs Education, Safety Education, *Sociocultural Patterns
Identifiers-Parenting

Designed for use as a reference and resource in program development by home economics extension staff, this report identifies national trends and educational needs of families in relation to extension programs for families. Changing population patterns, economic indicators, social structures, and health problems are discussed in terms of their effect on families in the 1980s. Outlined in the section of the report dealing with extension programing are areas of program emphasis relevant to the following issues: energy, family resource management, food and nutrition, health and safety, housing, human development and parenting, and public affairs. Priority audiences for extension home economics programs are identified. (MN)

ED 205 830 CE 030 175

Riffel, Rodney

Coordinating Federal Programs: Vocational Education and CETA. Vocational Education Study Publication No. 7.

National Inst. of Education (ED), Washington, D.C.

Pub Date-Aug 81

Note-77p.; For related documents see ED 171 959-960, ED 195 743, ED 197 086, ED 201 799, ED 204 043, and CE 030 176.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cooperative Programs, *Coordination, Educational Cooperation, Educational Legislation, Educational Policy, Employment Programs, Federal Aid, Federal Government, *Federal Legislation, Job Training, Planning, Policy, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers-*Comprehensive Employment and Training Act, *Vocational Education Act 1963

This monograph looks at the legislative requirements for coordination between the Vocational Education Act of 1963 (VEA) and the Comprehensive Employment and Training Act of 1973 (CETA). It describes attempts at coordination with vocational education by CETA's most significant antecedent, the Manpower Development and Training Act of 1962. Complex dimensions added to the relationship between federal education policy and employment and training policy by CETA's creation are then explored. Mechanisms for coordinated planning as specified in the Education Amendments of 1976 and administering the planning requirements are described. A discussion of developing strategies for coordination takes into consideration the reinforcing effects of the Youth Employment and Demonstration Projects Act, effects of the set-aside funds that required school system agreement, and the agreements process. Next, the reauthorization of CETA in 1970 is described an act that resulted in refinement of CETA's relationship with vocational education. The flow of funds from CETA to education programs is also addressed. Pooling resources is considered as one way to view coordination. A discussion of solving coordination problems and making coordination feasible follows. (YLB)

ED 205 937 CS 006 243

Beck, Isabel L. And Others

The Rationale and Design of a Program to Teach Vocabulary to Fourth-Grade Students.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-LRDC-1980/25

Pub Date-80

Note-52p.; A few pages may not reproduce due to small print.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basal Reading, Content Analysis, Grade 4, Intermediate Grades, Program Descriptions, Program Development, *Reading Comprehension, Reading Materials, *Reading Skills, Relationship, *Research Methodology, Research Projects, *Vocabulary Skills

This report presents the rationale and design of a vocabulary program created as the instrument for research exploring the relationship between vocabulary knowledge and reading comprehension. The first section of the report reviews the current state of the art of vocabulary instruction and discusses the techniques used in two commercial basal reading series to teach vocabulary. The second section presents the rationale and theoretical positions underlying the experimental vocabulary program, while the third section details the structure of the program and presents examples of the types of instruction used in it. The final section briefly outlines the results produced by using the program in one fourth grade classroom. (FL)

ED 206 003

CS 206 562

Weber, J. Sherwood, Ed.

Good Reading: A Guide for Serious Readers. 21st Edition. Revised and Updated.

Report No.-ISBN-0451-61909-9
Pub Date-80
Note-428p.
Available from-The New American Library, Inc., P. O. Box 999, Bergenfield, NJ 07621 ($3.50 paper).
Pub Type- Reference Materials - Bibliographies (131) - Books (010)

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Books, *Fiction, History, Humanities, Literature, *Nonfiction, Reading Materials, Sciences, Social Sciences

Intended for students, teachers, and all avid readers, this bibliography contains annotations of the most noted books in 35 areas of human interest. The 2,500 annotations have been grouped into three parts. The first part consists of ten chapters classified by historical and regional criteria, the second part has six chapters arranged by standard literary genre, and the third part contains thirteen chapters devoted to various humanities, social sciences, and sciences. A final chapter lists basic reference books and is followed by an index of authors, titles, and subjects. (HTH)

ED 206 066 EA 013 803

Squires, David A.

The Meaning and Structure of a Positive Supervisory Experience from a Supervisor's Perspective.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Pittsburgh Univ., Pa. School of Education.
Pub Date-Apr 81
Grant-01031272
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Conflict Resolution, Content Analysis, Interpersonal Relationship, Interviews, Professional Training, Research Methodology, *Supervision, *Supervisors, Supervisory Methods, Trainers
Identifiers-Phenomenological Analysis, *Supervisor Role, *Supervisor Supervisee Relationship

The purpose of this study is to describe a positive supervisory experience from the supervisor's point of view. Four field interviews with supervisors responsible for training and evaluating professionals were subjected to phenomenological content analysis. Unlike the methods of experimental science, phenomenological analysis seeks to determine the meaning of experience for the participant rather than to describe the relationships among the variables in behavior as observed by nonparticipants. Analysis of the interviews revealed their essential themes, which were then integrated into a description of the fundamental structure of the positive supervisory experience. The results indicate that supervision focuses on resolution of those conflicts affecting a supervisee's acquisition of or improvement in a professional role. The supervisor resolves the conflicts by structuring the experience so that congruent perceptions of the supervisee's problems emerge. As the supervisee experiences success, the focus of supervision shifts to examination of more personal conflicts; the supervisee governs the rate of disclosure. The supervisor controls the depth of his or her involvement in this personal exploration. Learning and growth are evident in both the supervisor and the supervisee as conflicts over ending the relationship are resolved. (Author/PGD)

ED 206 108 EA 013 910

Hord, Shirley M. And Others

Anatomy of Incident and Tactic Interventions: Dimensions, Design.

Pub Date–Apr 80

Note–33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type– Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors–Adoption (Ideas), *Classification, Data Analysis, Educational Change, *Educational Innovation, Elementary Secondary Education, Ethnography, Higher Education, *Intervention, *Measurement Techniques, Research Methodology

Identifiers–*Concerns Based Adoption Model

In researching educational change, an analytical tool for analyzing and coding change process interventions has been produced. This paper describes the development of the coding system, the intervention assumptions underlying it, the dimensions and kinds of interventions, with illustrative examples of each, activities for clustering some interventions, and suggests implications of use of the schema by researchers, policy makers and practitioners. With this tool, conceptual and operational distinctions among interventions can be made. Researchers can analyze characteristics and types of interventions and compare their effects, and practicing change agents can more effectively structure interventions in a change effort. (Author)

Freed, Barbara F.

The Problem of Language Skill Loss.

Pub Date-Dec 80
Note-13p.; Paper presented at the Annual Meeting of the Modern Language Association (New York, NY, December 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Measures, Individual Differences, Language Acquisition, Language Attitudes, *Language Maintenance, Language Skills, Language Styles, Language Usage, Morphology (Languages), Motivation, Phonology, Predictor Variables, Second Language Learning, Syntax, Teaching Methods, Vocabulary Skills
Identifiers-*Language Attrition

Language skill attrition refers to the loss of any language or portion of a language whether it be the declining use of mother tongue skills, the replacement of one language by another in language contact situations, the deterioration of language in the neurologically impaired or elderly, or the death of whole languages. In this paper, language attrition refers to the loss of those second language skills primarily acquired in classroom situations. Suggestions for restoration techniques must be based upon knowledge of the (1) rate and order of attrition, (2) differential effects of loss on different language components, (3) types of skills that resist and are most vulnerable to decay, (4) relationship between method of instruction and/or order of presentation to long term retention of second language skills, (5) role of affective factors in language retention, (6) types of behavior that will best maintain skills once they have been acquired, and (7) role of individual differences in language skill loss. Necessary research must be based on predictor and criterion variables and on hypotheses based on regression theory, affective variables related to language learning and maintenance, and normative data of linguistic features controlled by proficient language users. (JK)

ED 206 194 FL 012 498

Bernbaum, Gerald

Bilingualism in Society. Bilingual Education Monographs, No. 2.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of International Education (ED), Washington, D.C.

Report No.-ISBN-0-89857-153-7

Pub Date-Sep 79

Note-31p.; The second of two monographs produced from the Bicentennial Seminar on Urban Education (October 10-13, 1976).

Available from-Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140 ($2.00).

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Applied Linguistics, Bilingual Education, *Bilingualism, *Cultural Pluralism, *Ethnicity, Language Research, Linguistic Theory, Literature Reviews, Political Influences, Second Language Instruction, *Sociocultural Patterns, Teaching Methods

Identifiers-Bilingual Programs, Elementary Secondary Education Act Title VII

This paper continues the work undertaken in the first monograph on the complex issue of cultural pluralism and bilingualism. It explores two changes in perspective which have occurred since the late 1960's: (1) the establishment of other or second language schools as a response to the growing importance of language as a political issue and (2) the nature of the research effort in second language learning and new approaches to linguistic analysis. An attempt is made to assess the complex interrelationships of the component factors which influence the language learner in a range of bilingual situations. The theme is developed through a review of literature and empirical studies. First, a review is made of research into language learning, child language, cognitive development theories, and linguistic theory. Methods applying these theories to second language instruction are also reviewed. The second part of the paper is devoted to a review of studies of bilingual programs in societies in which the language groups exist in more or less equal social relationships. Studies are also reviewed that address the problem of language and identity, with special attention to communities or societies where two or more ethnolinguistic communities exist in unequal or unstable relationships. (AMH)

ED 205 872 CG 015 364

Bach, Paul J.

Cognitive Change in Elderly Populations: Normal'' Aging, Senile Dementia and Depression.

Pub Date-May 81
Note-40p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (51st, Denver, CO, April 29-May 2, 1981).
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Development, *Aging (Individuals), *Behavior Change, *Cognitive Ability, *Depression (Psychology), Developmental Stages, Literature Reviews, *Memory, Older Adults, Psychological Patterns, Research Problems, State of the Art Reviews
Identifiers-*Senile Dementia

Cognitive change in the elderly can be due to several etiological factors which are empirically difficult to separate and clinically problematic to differentiate. Normal aging is accompanied by behavioral slowing. The slowing down of psycho-motor processes results in a lowered intelligence quotient, but cannot be taken as unequivocal evidence for intellectual deterioration. Acuity of abstract non-verbal reasoning diminishes with the normal aging process, but generalizations from this evidence cannot be made without several qualifications. Dementia is a pathological process which often accompanies normal aging, is apparently physiological in origin, and is psychometrically characterized by impairment of memory and abstract verbal reasoning. Although certain post-mortem findings are associated with dementia, the severity of these physiological factors is not related to the degree of pre-mortem intellectual deterioration in a straightforward fashion. The conceptualization of dementia is unduly confused by artificial division into several subtypes. Finally, depression, a common concomitant of both the normal aging and dementing process, can result in psychomotor retardation, memory and concentration impairment, and a host of other idiosyncratic alterations of cognition. The configuration, rather than the severity of cognitive alterations, can best be used in differential diagnosis and treatment formulations, as well as in future research. (Author/NRB)

ED 205 894 CS 006 170

Stetson, Elton G.

Reading Tests Don't Cheat, Do They?

Pub Date- 73
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Reading Achievement, Reading Comprehension, *Reading Research, *Reading Tests, *Speed Reading, Testing Problems, *Test Interpretation, *Test Theory, Test Validity, Vocabulary

After employees of private firms completed several rapid reading classes and achieved remarkable gains on the Nelson-Denny Reading Test, the question was raised as to whether the increases in scores were due to the increased number of items attempted on the posttest. A preliminary analysis indicated that students attempted an average of 14.6 and 4.2 additional items on the vocabulary and comprehension tests respectively. Protocols of the posttest were rescored to determine percentile ranks on the same number of items that had been completed on the pretest. Percentile scores were then recorded for the pretest, posttest, and adjusted posttest for the 60 students in the study. Computations between various scores showed that the gains on the vocabulary test and on the comprehension test were due to the increase in the number of items attempted on the posttest. The results also indicated that when the posttest scores were adjusted to control for the number of items attempted, there were mean losses on the vocabulary and comprehension tests. The findings suggest that the validity of such tests to measure growth in a rapid reading course are highly suspect. (Author/HOD)

ED 205 916 CS 006 215

Bruce, Bertram

Stories within Stories. Reading Education Report No. 29.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-BBN-R-4753

Pub Date-Aug 81

Contract-400-76-0116

Note-18p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basal Reading, *Beginning Reading, Childrens Literature, *Cognitive Processes, Communication (Thought Transfer), *Discourse Analysis, *Reading Materials, Reading Processes, *Reading Research, Theories

Identifiers-*Embedded Stories

Noting that viewing reading as a communicative act can heighten educators' awareness of the ways in which one story can be embedded within another, this report presents and discusses several examples of stories within stories. The report discusses the various participants communicating in a story within a story the real and implied authors and the real and implied readers and the rhetorical devices that create such stories, including explicit embedding, commentary, irony, unengaged metaphor, engaged metaphor, immersion, and in-effect narration. The report then presents analyses of several basal readers and trade books in terms of embedded stories, and concludes that basal readers neither provide a full range of stories for children nor prepare them for the story types they will encounter later. (FL)

ED 205 959 CS 206 416

Newsom, Doug Siegried, Tom

Public Relations Writing: Setting Goals and Objectives for Students and Evaluating Their Work.

Pub Date-Aug 81

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, College Students, Evaluation Methods, Higher Education, *Prewriting, *Public Relations, *Technical Writing, *Writing Evaluation, *Writing Instruction, Writing Skills

Identifiers-*Audience Awareness

It is often difficult for students in public relations writing courses to understand precisely how their various writing assignments are being evaluated. It is important, therefore, for teachers of these courses to develop a systematic method of evaluating all writing assignments. One method of doing this is to concentrate on elements common to all such assignments. These are (1) purpose what the writing is to make a public think or do; (2) persuasive strategy how copy achieves its purpose; (3) medium the appropriate style, format, and presentation; (4) accuracy the facts, grammar, spelling, and punctuation; (5) creativity originality in approach, strategy, and use of medium; and (6) effectiveness why a piece of writing did or did not work. As each writing assignment is made, the teacher might give the students a prewriting form,'' to help them focus their work. (A copy of a prewriting form is attached.) (FL)

ED 206 026 CS 503 564

Worthington, Everett L., Jr. And Others

Treatment of Speech Anxiety: A Sequential Dismantling of Speech Skills Training, Coping Skills Training, and Paradox.

Pub Date-Mar 81

Note-30p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 25-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anxiety, College Students, Communication Problems, *Communication Research, Higher Education, *Speech Communication, *Speech Skills

Identifiers-*Communication Apprehension

Thirty-two speech anxious college students participated in a study that examined whether four treatments that have been effective when applied separately would be equally effective when applied in combination. The treatments were (1) systemic desensitization (SD), (2) speech skills training (SST), (3) SST combined with coping skills training (CST) involving relaxation and self-instructional training, and (4) SST, CST, and paradoxical directives. Subjects were pretested and then assigned to one of the four treatment groups or to a control group. At the end of a six-week treatment period, all subjects were posttested. The results showed that treatments for speech anxiety that involved coping skills in combination with speech skills were more effective in reducing speech anxiety than were other treatments. Specifically, adding coping skills training to speech skills training resulted in reduced self-reported speech anxiety, reduced ratings of behavioral anxiety, and reduced reports of general communication anxiety. (FL)

ED 206 046 EA 013 764

Fredrick, Wayne C. Walberg, Herbert J.

Learning as a Function of Time.

Illinois Univ., Chicago. Chicago Circle Campus.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 80

Grant-NIE-678-0090

Note-38p.; Not available in paper copy due to broken print of original document. This document is Part J of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 759-761, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Language Acquisition, *Learning, Measurement Techniques, Models, *Outcomes of Education, Reading Skills, Student Attitudes, *Time Factors (Learning)

To examine the relationship between time and in-school learning, the authors review a number of empirical and theoretical studies covering all educational levels. They discuss the methods and interpretations of the empirical studies, the effects of time on learning outcomes and of other variables on time-on-task, and the incidence of diminishing returns to learning from added school or study time. Four methods of measuring time are identified, including years of schooling, days of instruction at school, hours of classes during the day, and minutes of study during class. The authors summarize the effects of these types of time on academic achievement, knowledge, IQ, language and reading level, failure rate, adjustment to school, and attitudes toward education, schoolwork, teaching, religion, and modern life. They also examine two theoretical models relating time to learning: the acceleration model, which allows time to vary until the task is mastered, and the enrichment model, which holds time constant while allowing the amount of learning to vary. From the studies reviewed, the authors conclude that time is a modest predictor of student learning. (RW)

Cummins, Jim

Psychological Assessment of Minority Language Students.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-Oct 80

Note-91p.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cultural Context, Educational Environment, Educational Practices, Elementary Secondary Education, *English (Second Language), Expectation, Family Environment, Heredity, Intelligence Quotient, *Intelligence Tests, Language Acquisition, Language Skills, *Minority Group Children, *Psychological Testing, Special Education, *Teacher Attitudes, *Test Bias, Testing, Test Interpretation, Test Reliability, Test Validity, Vocational Education

Identifiers-Canada

Intelligence quotient (IQ) scores are widely accepted as measures of academic potential. However, both hereditary and environmental factors also play a role in performance. The limitations of IQ tests require that they be handled differently when administered to students from backgrounds other than the dominant cultural group. In addition, teachers, administrators, and psychologists must be weary of assigning labels to test results because these labels often tend to shape teachers' expectations. Although these facts are accepted, there is evidence that this acceptance does not readily transfer into educational practice. In some educational contexts, a disproportionate number of immigrant and minority language students are being assigned to special education classes and vocational streams as a combined result of the indiscriminate use of mental tests and the cultural and linguistic orientation of school programs. This report reviews Canadian literature on this topic and relates the findings of a study in which teacher referral forms and psychological assessments of more than four hundred New Canadian children were analyzed. The report discusses (1) the origins of bias in IQ tests, (2) the Canadian context, (3) quantitative and qualitative analyses of the teacher referral, (4) the psychological assessment, and (5) policy implications. (Author/JK)

ED 206 213 HE 014 168

Basic Grants: End-of-Year Report, 1979-80.

Office of Student Financial-Assistance (ED), Washington, D.C.
Pub Date-May 81
Note-152p.
Available from-U.S. Department of Education, Basic Grant Branch, DPPD/OSFA, 400 Maryland Ave., S.W., Washington, DC 20202.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Students, Databases, Eligibility, Family Income, *Federal Aid, *Financial Aid Applicants, Grants, Higher Education, Institutional Characteristics, Need Analysis (Student Financial Aid), *Student Characteristics, Student Costs, *Student Financial Aid
Identifiers-*Basic Educational Opportunity Grants

The 1979-80 end-of-year report on the Basic Educational Opportunity Grant (BEOG) program is presented. The BEOG program is the largest of six federal student financial aid programs. During the 1979-80 academic year, 2,537,835 individuals, or approximately 29 percent of all undergraduates in the United States shared over $2.5 billion in grants from BEOGs. The primary feature that distinguished the BEOG program from other forms of financial assistance is its entitlement concept: all students meeting certain criteria are guaranteed aid, with the amount of aid determined by financial need and educational cost. The major portion of the report is statistical tables, accompanied by narrative, that describe in detail selected aspects of program activity. Contents include the following: general information such as the total number of applications processed, the number of grant recipients, the types and number of institutions participating in the BEOG program, and typical income-related characteristics of applicants and recipients. An in-depth analysis of selected demographic characteristics of applicants and recipients and the impact of these characteristics on grant levels is included. The interrelationship of factors such as recipient age, family income, dependency status, student eligibility index, and educational cost is examined. Summary information is provided on the numbers, type, control, and location of BEOG participating institutions. Selected aspects of the Multiple Data Entry Application Processing System are examined, and information about the eligibility status of applicants by income level is presented. A glossary is included. (SW)

ED 205 686 CE 029 560

Kratz, Russell J.

Community Education in New York State: A First Look.

Pub Date- 80

Note-25p.; A shorter version of this paper was presented at the Annual Meeting of the Adult Education Research Conference (1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Advisory Committees, Board of Education Policy, Community Centers, *Community Education, Community Support, Lifelong Learning, Needs Assessment, Postsecondary Education, *Program Effectiveness, *School Districts, *School Policy

Identifiers-*New York

This paper presents a preliminary examination of the extent to which 580 school districts in New York State practice various kinds of community education activities. After an initial mailing screening survey, 480 school districts were identified as having a variety of community education activities, the potential for these activities, or an established community education program perceived by the district. Four variables the presence of a full time director, the existence of a community center, tha assessment of needs, and the operating of an advisory council because of their relationship to some of the eight federal minimum elements, were related to the other variables of the interview. Several significant relationships were found. Of particular note is the significant relationship between the existence of an advisory council and the broad scope of citizens served by community education programs. Also, it is clear that a significant relationship exists between the presence of a community center and the space and facilities that the school district provides for a variety of community education activities. Only four variables were examined. It will be important to identify other variables that affect community education activities and programs. At a time of limited fiscal resources, school districts will need to know how to spend their money to get the kind and variety of services they desire. (KC)

ED 205 981 CS 206 529

Simmons, Robert E. Garda, Eduardo Carlos

Dogmatism and the Knowledge Gap'' among Users of the Mass Media of Communication: A Study in Brasilia, Brasil.

Pub Date-Aug 78
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, WA, August 13-16, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Cognitive Processes, Communication Research, Developing Nations, *Dogmatism, *Knowledge Level, Learning Theories, *Mass Media, *Media Research, Predictor Variables, *Radio, Television
Identifiers-*Brazil, Media Effects, *Media Use

A study was conducted to discover whether (1) use of each of the print and broadcast media could be correlated with subjects' knowledge level, and (2) whether controlling for dogmatism would increase the proportion of media users, with higher levels of knowledge among those less dogmatic, and decrease the proportion among the more dogmatic. Subjects were 347 adults in Brasilia, Brazil, who completed measures of dogmatism, knowledge of current events, and media use. Statistically significant associations were found between subjects' knowledge level and their use of the print media, but not of broadcast media. However, when a control for dogmatism was initiated, a statistically significant association between knowledge level and radio listening emerged among subjects who were relatively less dogmatic. The findings suggest that radio use can be very important in the education programs in developing nations. (FL)

ED 205 739 CE 029 730

Collecting and Reporting Occupational Education Information. Final Report, July 1, 1980 through June 30, 1981.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; Metis Associates, Inc., New York, N.Y.

Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.-CASE-07-81

Pub Date-Jul 81

Contract-GC-81-23

Grant-VEA-53-81-1275

Note-48p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adult Programs, Adult Vocational Education, Career Education, *Competency Based Education, Coordination, Data Collection, Educational Planning, *Information Dissemination, Information Processing, *Information Systems, Management Information Systems, Postsecondary Education, Program Development, Secondary Education, State Programs, Statewide Planning, *Systems Development, Technical Assistance, *Vocational Education

To support the New York State Education Department's efforts, a project was carried out to design and implement information and reporting systems that serve the needs of occupational information.

Technical assistance was provided throughout the project to implement an occupational education reporting system in New York City and coordinate that system with other developing information systems. Functional specifications were developed for meeting information requirements of the New York City School District's Office of Occupational and Career Education. Emphasis was placed on three major applications for which data processing support was needed: a system for program monitoring and evaluation, enrollment and follow-up data from a comprehensive student information system, and information system for adult education programs. The project also carried out refinements in the State Occupational Education Reporting System. Other project activities were directed toward the specification of a reporting system for the new, competency-based vocational education curricula. Rather than extending the Instructional Support System for Occupational Education to meet new priorities, a new process, commonly referred to as futuring, was adopted as the principal vehicle to establish competency-based occupational education in New York State. (The four stages of bringing the reporting system into operation and operating it are described.) (YLB)

ED 205 791 CE 029 830

Crank, Ron

Electricity and Its Use.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-Jun 81
Contract-81-133-10
Note-34p.; For related documents see CE 029 829-838.
Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Conservation Education, *Electricity, Energy, *Energy Conservation, Learning Activities, Postsecondary Education, Power Technology, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education
Identifiers-*Electrical Production, *Energy Consumption, Power Transmission

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with the use of electricity. Its objective is for the student to be able to discuss consumer uses of electricity and understand increased usage and problems relating to needs for production expansion. Some topics covered are major areas of consumer electrical energy consumption, household energy savings, problems in electricity production, transmission of electricity, and power plant requirements. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 810 CE 029 873

New Trends in Adult Education for Women. Report of the National Seminar (New Delhi, India, February 19-22, 1980). Series No. 135.

Indian Adult Education Association, New Delhi.
Pub Date-80
Note-103p.
Available from-Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India-110002 ($2.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Dropouts, Adult Education, *Adult Literacy, Continuing Education, Disadvantaged, Educational Needs, Educational Trends, Employed Women, Functional Literacy, Illiteracy, *Learning Motivation, Literacy, *Literacy Education, Lower Class, Nonschool Educational Programs, Rewards, Rural Population, *Student Attitudes, Student Motivation, Teacher Motivation, Teaching Methods, Urban Population, *Womens Education
Identifiers-*India

A conference was held to discuss concerns in adult education for women, in India, where only 18 percent of the women, compared to 40 percent of the men, are literate. A major theme of the conference was motivation how does one motivate women to attend literacy education? For what reasons should they become literate? Many women see no need or have no time for education, so only an individual approach will work. The conference participants discussed four main topics: (1) recent trends in adult education and their implications for women's education and motivation; (2) the content and methodology of adult education, with special reference to women's literacy; (3) problems of follow-up and continuing education for literate women; and (4) problems of organizing adult education centers for women. Individual conference papers were given on these topics. (KC)

ED 205 851 CG 015 342

Campbell, James Reed Swanchak, John

Essential Elements for the Inservice Training of Teachers in Drug Abuse Prevention.

Pub Date-Mar 81
Note-12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association, (Philadelphia, PA, March 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Drug Abuse, *Drug Education, *Inservice Teacher Education, Junior High Schools, *Prevention, *Program Implementation, *Teacher Attitudes, *Teacher Behavior, Teachers, Teaching Experience, Team Teaching

For many new educational programs the key question is not about the implementation process, but about the implementation effort itself because the key individual in the implementation process is the classroom teacher. In an urban middle school setting, the implementation of drug abuse prevention lessons of 38 teachers who had participated in a 60-hour training program was compared with the lesson implementations of 38 control teachers. Results indicated that the teachers' age, experience and level of knowledge were not related to the utilization of drug abuse prevention lessons. Participation in teams of teachers and the presence of state or local drug abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)

ED 206 004 CS 206 563

Veal, Ramon And Others

Knowledge and Performance Assessment of Prospective English Teachers.

Pub Date-Mar 81

Note-18p.; Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Higher Education, *Language Arts, *Measurement Techniques, *Minimum Competency Testing, *Preservice Teacher Education, *Teacher Evaluation, Test Interpretation, Test Results

Identifiers-*Teacher Competencies

Although isolating the degree of association that exists between a teacher's specific knowledge and his or her particular classroom performance is extremely difficult at best, that is the focus of the knowledge and performance based instruments used in the evaluation of preservice English teachers in the University of Georgia teacher education program. Georgia teacher competency measures include a criterion referenced knowledge test (CRT) for teachers in their subject area (English or communicative arts CA). It is subdivided into eight areas: logical reasoning, library research, composition, language, communications media and careers, literature, reading, and oral communications. A second assessment approach, the Teacher Performance Assessment Instruments (TPAI), includes a general set of teacher performance measures: teaching plans and materials, classroom procedures, and interpersonal skills. In a study conducted during the 1979-80 school year, student teacher candidates in English at the Universtiy of Georgia were observed using the instruments. The data were examined to determine how well the students performed on each test and on both tests together, and to determine what measures, if any, predicted their scores on these two statewide criterion measures. The analysis indicated that the low number of significant correlations between the two instruments confirms that they are assessing different competencies. (HOD)

ED 206 087 EA 013 826

de Neufville, Judith Innes

Social Indicators of Basic Needs: Quantitative Data for Human Rights Policy.

Pub Date-Apr 81
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Available from-Institute of Urban and Regional Development, University of California, Berkeley, CA 94720 ($1.25).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Liberties, Comparative Analysis, Educational Needs, Federal Government, *Foreign Policy, Health Needs, Income, Information Needs, *Needs, Nutrition, Policy Formation, *Quality of Life, Research Problems, *Social Indicators
Identifiers-Department of State

Developing social indicators of basic human needs involves (1) recognizing the problems in selection, (2) identifying the criteria for making selections, (3) choosing which basic needs to cover, and (4) selecting the indicators. The social indicators are to help formulate U.S. foreign policy and will be used by the State Department's Bureau of Human Rights in its annual country reports to Congress. Problems in selecting indicators of adequate living standards include data accuracy, data comparability across diverse cultures, appropriateness of the measures to U.S. policy, and proper interpretation of the indicators when making policy. In light of these problems, ten criteria were developed for the selection and presentation of the indicators. Education, health, nutrition, and income emerged as the basic needs to cover. Within these limits, the Bureau selected 12 social indicators, including infant mortality rate, population growth rate, primary school enrollment rate, household income shares, and calory supply per capita. Because of the change from the Carter to the Reagan administration, the indicators may not be used, but the process of choosing the indicators has helped clarify the issues and problems surrounding social indicators. (RW)

ED 206 109 EA 013 911

Loucks, Susan F. Hall, Gene E.

Implementing Innovations in Schools: A Concerns-Based Approach.

Pub Date-12 Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *Change Strategies, *Curriculum Development, *Educational Innovation, Elementary Education, Elementary School Science, Inservice Teacher Education, *Intervention, Linking Agents, Models, Principals, *Program Implementation, Teacher Improvement

Identifiers-*Concerns Based Adoption Model, Levels of Use of the Innovation

The Concerns-Based Adoption Model (CBAM) has been designed to describe change as it affects individuals and to prompt more successful change efforts. CBAM views the teacher as the focal point in school improvement efforts, yet also acknowledges social and organizational influences. This paper describes the application of the model to a curriculum implementation effort in revising the science curriculum in grades three to six in the 80 elementary schools of Jefferson County (Colorado). The design for curriculum implementation was based on an understanding of teachers' concerns and how they change over time. Two CBAM measures of teacher change were used: Stages of Concern About the Innovation and Levels of Use of the Innovation. These measures and their application to a representative sample of teachers are explained. Some of the study's results have direct implications for facilitators of change efforts. First, that the actions taken by building principals to support or inhibit a change effort have direct effect on how teachers feel about and ultimately use a new program. Secondly, implementing an innovation takes more than one year. Change facilitators and policymakers should set realistic expectations for themselves, teachers, administrators, and evaluators. (Author/MLF)

ED 206 130 EC 133 577

To Assure the Free Appropriate Public Education of All Handicapped Children.'' Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act.

Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-80

Note-222p.; Prepared by the State Program Implementation Studies Branch.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) - Reports - General (140)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administration, *Compliance (Legal), Delivery Systems, *Disabilities, Due Process, Elementary Secondary Education, *Federal Legislation, Individualized Education Programs, Mainstreaming, Program Evaluation, *Program Implementation, Statistical Data, Student Placement

Identifiers-*Education for All Handicapped Children Act

The document is the third in a series of reports on progress in implementing P.L. 94-142, the Education for All Handicapped Children Act. Six chapters each address a particular question regarding implementation. Chapter 1 investigates the numbers and types of handicapped children being provided special education and related services, and examines progress in extending a free appropriate public education'' to every handicapped child. Chapter 2 focuses on implementation of P.L. 94-142's least restrictive environment requirement and looks at the settings in which handicapped children are being served. A third chapter describes the characteristics and content of individualized education programs as well as the status of service providers. Chapter 4 considers consequences at the local school district level as described by a series of BEH Bureau of Education for the Handicapped (now the Office of Special Education initiated case studies. Chapter 5 discusses federal and state administration of P.L. 94-142, while a final chapter looks at the extent to which the intent of the Act is being met. Appended are a paper titled Evaluation of the Education for All Handicapped Children Act, P.L. 94-142;'' a report on special studies efforts through fiscal year 1979; data notes and study reviews from BEH; and tables with statistical data. (SB)

ED 206 230 HE 014 285

King, Jimmie, Jr. Adams, Dennis T.

A Survey of Entry-Level Accounting Activities in Relation to the Accounting Curriculum at Tuskegee Institute. Curriculum Development.

Pub Date-31 Jan 80
Note-87p.; Ed.D. Practicum, Nova University.
Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Accounting, *Business Education, *Curriculum Development, Educational Assessment, Followup Studies, Graduate Surveys, Higher Education, *Job Skills, Job Training, On the Job Training, Outcomes of Education, *Program Effectiveness, Program Evaluation, *School Business Relationship, Student Needs
Identifiers-*Tuskegee Institute AL

Research was conducted to provide a base of information applicable to revising the existing accounting curriculum in the Department of Business at Tuskegee Institute. A survey questionnaire was designed and submitted to members of the Tuskegee Institute Business/Industry Cluster members who are principle employers of Tuskegee graduates. The questionnaire asked for respondents' opinions about the need for formal accounting training, machine use and computational activities requirements for entry-level accounting positions, and involvement in electronic data processing. The 131 detailed job activities of the questionnaire were organized into 13 lettered subsections (A-M) representing the topical areas of work. For each of the tasks the respondent was asked to check whether the task was learned in school, on the job, or both. Among the results cited are responses to the question whether the accountant kept records of sales taxes charged (73 percent yes'' and 27 percent no''). In response to the same question, 26 percent learned the activity in school; 53 percent learned the activity on the job, and 21 percent of those responding indicated that the activity was learned both at school and on the job. It is reported that the number of responses obtained for school'' and for both'' were twice those received for job.'' It is concluded that school curriculum must keep pace with the changing needs of the business world; the study showed that job-related school instruction is not a majority source for obtaining instruction in entry-level accounting job activities. Tables include: ranking by sections; overall ranking of questions; the ten major activities; the mean and percentages of all yes'' and no'' responses to all questions; and the mean and percentage of all yes'' responses to the three categories of school, job or both. (LC)

Fanslow, Alyce M. Compton, Cheryl W.

Entrepreneurship: A Senior High School Home Economics Career Exploration Unit.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
Pub Date-81
Note-128p.
Available from-University Bookstore, Memorial Union, Iowa State University, Ames, IA 50011 ($6.70).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Advertising, Behavioral Objectives, *Business Administration, *Business Education, *Business Skills, Distributive Education, High Schools, *Home Economics, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Managerial Occupations, Marketing, *Occupational Home Economics, Recordkeeping, Self Evaluation (Individuals), Vocabulary, Vocational Education
Identifiers-*Entrepreneurs, *Small Businesses

Entrepreneurship is a career option through which home economics teachers can challenge their students who have the independence, skills, and self-discipline necessary to succeed as small business owners. This unit was developed to assist home economics teachers in incorporating an entrepreneurial dimension into their programs. The unit contains 15 lessons with objectives, generalizations, and classroom activities. Each lesson is designed for a 50-minute class period; hence, about three weeks of class time are necessary to implement the unit. The lessons contain background information for teachers, in addition to student worksheets, student reference sheets, guest speaker guidesheets, vocabulary lists, and achievement tests. The materials may be duplicated for classroom use. Activities include case studies, field trips, readings, guest speakers, and class discussions. A small group format is suggested. The 15 units cover the following topics: nature of small business; goal setting; product determination; advertising; business location; business expenses and capital; banker visit; types of business organizations; financial management; business recordkeeping; customer and employee relations; small business owner visit; and self-evaluation of small business ownership. The last unit is an achievement test; possible assignments for make-up work also are given. (KC)

ED 205 773 CE 029 785

Darkenwald, Gordon G.

Retaining Adult Students. Information Series No. 225.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-76-0122

Note-27p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.00).

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Persistence, *Adult Dropouts, *Adult Education, Adult Students, Dropout Characteristics, Dropout Prevention, Dropout Rate, *Dropout Research, *School Holding Power, *Student Attrition, *Withdrawal (Education)

This paper provides a synthesis of research and theory directly related to retention of adult students. In the first of five major sections, readers are provided with a brief discussion of the nature and significance of the dropout-retention problem. Section 2 reviews research findings relating to who drops out and why. Sociodemographic, psychological, external situational, program context, and teaching-learning factors are examined in this section. Theoretical perspectives on dropouts and retention are reviewed in the third section. Theoretical models reviewed include the congruence model, expectancy-valence model, reinforcement of attendance model, and cost-benefit model. Section 4 outlines a general theoretical model of the dropout-persistence process in adult education. The final section discusses general guidelines for promoting adult student retention. (CT)

ED 205 895 CS 006 178

Klare, George R.

Readability: Passage Difficulty and Context Dependence.

Pub Date-81
Note-27p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Freshmen, *Difficulty Level, High School Seniors, *Prior Learning, *Readability, Readability Formulas, *Reading Comprehension, *Reading Interests, *Reading Research, Test Reliability
Identifiers-Schema Theory

Two studies investigated the relationships between readability, prior knowledge, and interest in the material being read. In the first study, 169 college freshmen read cloze passages of materials from the Nelson-Denny Reading Tests, then one week later read the whole passages and completed the related multiple choice questions. A control group merely read the passages and answered the multiple choice questions. The cloze scores correlated with test passage readability, but the multiple choice scores did not correlate with the readability scores. When data from 50 more subjects who took the multiple choice tests without reading the passages were entered into the calculations much higher correlations were found between these ``corrected'' scores and the readability scores. In the second study, 266 entering freshmen supplied reading interest data and read high and low interest passages with manipulated reading difficulty levels. The results showed that prior knowledge and reading interest were significantly related. Further analyses of data from 18 subjects selected for combinations of interest and readability revealed that prior knowledge was the more powerful variable in the study. The collective results from the two studies indicated that readability measures tend to overestimate passage difficulty when prior knowledge and reading interest are high, but underestimate passage difficulty when these variables are low. (RL)

ED 205 938 CS 006 244

Britti, Nirmala G., Comp.

Reading and the Bilingual Learner: A Functional Annotated Bibliography.

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-ISBN-0-89857-090-5

Pub Date-Feb 79

Note-54p.; Developed by the Midwest Organization for Materials Development, Urbana, IL.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Annotated Bibliographies, *Bilingual Education, Bilingual Students, Elementary Secondary Education, *English (Second Language), *Reading Improvement, *Reading Instruction, Teaching Methods

Intended for use by teachers, teacher trainers, supervisors, administrators, researchers, and others concerned with reading and the bilingual learner, this bibliography contains annotations of 136 journal articles and ERIC documents pertaining to the subject. The materials cited in the bibliography were drawn from those placed in the ERIC system between January 1971 and June 1977, and are arranged into three sections according to the educational level with which they deal: (1) elementary, (2) secondary, and (3) elementary and secondary or adult education. (FL)

ED 205 960 CS 206 419

Caplan, Jennifer

The Relationship between Children's Use of Television and Stereotypes about Occupations and Personality Attributes.

Pub Date-Aug 81
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, *Child Development, *Childhood Attitudes, Cultural Influences, Females, Grade 5, Intermediate Grades, Males, Occupations, *Sex Role, *Sex Stereotypes, Social Influences, Television Research, *Television Viewing
Identifiers-*Media Use

A questionnaire was administered to 94 fifth grade students to measure their use of television and the relationship of this use to their development and maintenance of stereotypes about occupations and personality attributes. It was hypothesized that the more television children viewed, the more likely they would be to develop stereotyped attitudes. It was also believed that the relationship would be stronger for boys than for girls. The results indicated that high levels of television viewing were related to children's assumptions about personality characteristics of males and females. Children's application of sex-typed labels for personality attributes increased as their television usage increased. Boys not only were more stereotyped on both measures (occupation and personality attributes), but also viewed more television than girls. There was a small difference between boys and girls on occupational stereotype scores. Overall, occupational stereotypes were found to be stronger in children than stereotypes of personality attributes, but television was not seen to be the primary cause of occupational stereotypes. (RL)

ED 206 175 FL 012 477

Esau, Helmut Poth, Annette

Conversational Dominance.

Pub Date-30 May 81

Note-53p.; Paper presented at the Annual University of Wisconsin Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980). Some faint type.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Dialogs (Language), *Discourse Analysis, Interaction, Language Styles, Language Usage, *Language Variation, Nonverbal Communication, Paralinguistics, Participant Characteristics, Psychological Characteristics, Social Environment, Social Influences, Social Mobility, *Sociolinguistics

Identifiers-*Conversation

Details of conversational behavior can often not be interpreted until the social interaction, including the rights and obligations of the participants, their intent, the topic, etc., has been defined. This paper presents a model of conversation in which the conversational image a person presents in a given conversational situation is a function of a variety of social, psychological, and physical variables. Although this entails that individuals assume and recognize a variety of social roles, the task is lessened when it is realized that one may learn to shift social roles systematically along a small number of social scales. Three conversations are analyzed in terms of the shifting within and between conversational scales. The analyses indicate frequent complex interaction among various scales. Evidence suggests tremendous differences between intimate and highly monitored conversations. The progression from more formal to less formal conversations involves a decreasing focus on linear sequences and local turns and an increased focus on the overall gestalt of the conversation. Quantitative analyses of conversational characteristics reveal little about conversational interaction and patterns of dominance unless the conversation is interpreted in terms of the social frame in which it occurs and the conversational images the participants assume. (JK)

ED 205 705 CE 029 656

Resource Linkages for Sex Equity. The Potential for Linkages Between the Vocational Education Sex Equity Coordinator and Other Legally Appointed Equity Personnel.

National Advisory Council on Vocational Education, Washington, D.C.
Pub Date-Jun 81
Note-9p.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, Affirmative Action, Civil Rights, Educational Discrimination, Educational Legislation, Equal Education, *Federal Legislation, *Federal Regulation, Federal State Relationship, Government Employees, *Linking Agents, Postsecondary Education, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Staff Role. State Programs, *Vocational Education
Identifiers-Civil Rights Act 1964 Title IV, Civil Rights Act 1964 Title VII, Comprehensive Employment and Training Act, Education Amendments 1976, Rehabilitation Act 1973, *Sex Equity Coordinators, *Six Equity Coordinators, Title IX Education Amendments 1972

Several federal laws that address the issue of sex equity in education and employment do so in part by placing personnel in official and advisory positions at the state and local level to effect equity. In vocational education, Public Law 94-482 mandates vocational education sex equity personnel (in most states entitled sex equity coordinators'') to fulfill ten specific functions relating to creating and promoting sex equity in educational programs. Coordinators could carry out these mandates more effectively if they could form cooperative linkages with other personnel mandated by other federal laws. These personnel include coordinators under Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973; members, especially women members, of local advisory councils on vocational education under Section 105 of Public Law 94-482; compliance officers under Office of Civil Rights Guidelines; state coordinators under the Career Education Incentive Act of 1977; assistance and training personnel under Title IV, and field officers of the Equal Opportunity Commission under Title VII, of the Civil Rights Act of 1964; planning and private Industry Council members under the Comprehensive Employment and Training Act Amendments of 1978; and affirmative action staff under Section 503 of the Rehabilitation Act of 1973. These personnel, in turn, could benefit from the help of the sex equity coordinators. (KC)

ED 205 756

CE 029 748

Clayton, Kermeta

Adult Occupational Home Economics Education. Standards for Vocational Home Economics Education.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

8

Pub Date-Jun 81

Contract-300-79-0538

Note-198p.; For related documents see CE 029 740-747.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00111-0).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Academic Standards, Access to Education, Administrator Qualifications, *Adult Education, Advisory Committees, Conservation Education, Consumer Education, Curriculum, Disabilities, Disadvantaged Youth, Educational Finance, Educational Philosophy, Educational Principles, Energy Conservation, *Home Economics, Homemaking Skills, Minority Groups, Nutrition, *Occupational Home Economics, One Parent Family, Outreach Programs, Parent Education, Program Content, Sex Bias, Sex Fairness, *Standards, Teacher Qualifications, *Vocational Education

Identifiers-Future Homemakers of America

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers adult occupational home economics education. (KC)

ED 205 831 CE 030 176

The Vocational Education Study: The Final Report. Vocational Education Study Publication No. 8.

National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81
Note-404p.; For related documents see ED 171 959-960, ED 195 743, ED 197 086, ED 201 799, ED 204 043, and CE 030 175.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Compliance (Legal), Consumer Education, Cooperative Programs, Coordination, Disabilities, Educational Cooperation, Educational Legislation, Educational Policy, Educational Research, Equal Education, Federal Aid, Federal Government, *Federal Legislation, *Home Economics, Outcomes of Education, Postsecondary Education, Program Effectiveness, *Program Evaluation, *Resource Allocation, Secondary Education, Sex Fairness, *Vocational Education
Identifiers-Comprehensive Employment and Training Act, Education Amendments 1976, *Vocational Education Act 1963

This document reports on findings of the studies on vocational education that the Education Amendments of 1976 directed the National Institute of Education to conduct. The introduction overviews these studies of vocational education programs conducted under the Vocational Education Act of 1963 (VEA) and other related programs conducted under the Comprehensive Employment and Training Act (CETA). A summary of findings and conclusions follows. Chapter 1 describes federal vocational education policy, specifically the VEA. Chapter 2 considers allocation provisions for vocational education funds, inclulding the federal and states' formulas. Chapter 3 discusses distribution of vocational education resources by four objects: enrollments, services, target populations, and occupations. Examination of the evaluation requirements of the 1976 amendments is found in chapter 4. Chapter 5 describes different forms of coordination between the VEA and CETA. Chapter 6 reports on a study of Consumer and Home Economics programs to determine content, kinds of students, influence of 1976 legislation, and effects on learners. The concern of chapter 7 is effect of participation in vocational education on learners. Chapter 8 examines the effectiveness of the VEA in equalizing opportunities to and in vocational education. Chapter 9 assesses the means provided in the VEA to realize federal policy goals. (YLB)

CG

ED 205 917 CS 006 216

Tierney, Robert J. Pearson, P. David

Learning to Learn from Text: A Framework for Improving Classroom Practice. Reading Education Report No. 30.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-400-76-0116
Note-38p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Curriculum Development, Learning Theories, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Processes, Teaching Methods
Identifiers-Schemata, *Schema Theory

A reader's background knowledge (schemata) and purpose for reading have an overriding influence upon the reader's development of meaning. Reading comprehension also involves activating, focusing, maintaining, and refining ideas toward developing interpretations that are plausible, cohesive, and complete. Recent examinations of instructional practices suggest that there are not many worthwhile teaching practices for developing or improving comprehension. If teachers can better understand the nature of reading comprehension and learning, they will have a basis for determining what might facilitate the development of comprehension. From the schema theory perspective, the following considerations can serve as guidelines to implement reading comprehension curriculum changes which determine whether the reader (1) has relevant schemata for understanding a text, (2) engages the appropriate schemata during reading, (3) exhibits flexible processing across different texts read for different purposes, (4) understands the text adequately, and (5) recognizes how to transfer this knowledge to other reading situations. (HTH)

ED 205 982 CS 206 533

McCarron, William E.

Tough Talk on Directing a Freshman Writing Program.

Pub Date-Jul 81
Note-13p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Policy, *Administrative Principles, Administrator Characteristics, *Administrator Role, *College English, College Programs, *Department Heads, Higher Education, *Writing Instruction
Identifiers-*Freshman Composition

The director of a freshman writing program must establish a position of quiet but firm power. Only if a director starts with authority, money, and intelligence, can he or she hope for lasting and beneficial change in a college writing program. The director should also have a commitment to teaching writing. Dedication to such a task requires energy, the power to cajole colleagues, and the power to establish an underlying philosophy of the purpose of writing. A part of that underlying philosophy should acknowledge writing as a way of thinking, of ordering perceptions, and of grasping control of a subject. The method of making assignments should be sequential so that students are asked to see and resee a subject in a variety of ways. A sequence of carefully framed writing assignments thus invites students to concentrate on invention, the crucial first step in the writing process and one often ignored in traditional writing textbooks. Comments on student writing must be pointed toward growth in writing rather than toward justifying a grade. Finally, the administration of a freshman writing program should not obscure the ultimate goal the teaching of writing. (HOD)

ED 206 027 CS 503 565

White, Jacqueline McCaleb, Joseph

Instructional Communication: Some Concerns and Suggestions.

Pub Date-Apr 81
Note-14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, Communication Research, *Course Content, *Educational Trends, Higher Education, *Speech Communication, Speech Curriculum, *Speech Instruction, *Teacher Education, *Teacher Effectiveness

Identifiers-*Speech Communication Association

Two trends indicate the importance of competent communication skills in teacher preparation. The first is the professional commitment of the Speech Communication Association (SCA) to speech communication education. At various conferences, the SCA has made recommendations for speech communication training for teachers at all levels and for research identifying the speech competencies needed by all teachers. The second trend is the indrease in the number of instructional communication courses offered to prospective teachers. One survey reported that 27% of accredited teacher education institutions offered a basic speech communication course specifically for teacher trainees, with 19 of those 122 schools requiring preservice teachers to complete such a course. Unfortunately, there is no evidence that improved teacher communication skills and competencies result in more effective teaching. Efforts to substantiate this claim through research are hampered by the lack of a common referent for the term ``instructional communication.'' One way to define instructional communication would be to specify the course content. Current courses in instructional communication are usually comprised of instruction in 11 skills and seven areas of knowledge, including listening or reacting to students, using a wide range of methods for expressing approval or disapproval, and understanding socioeconomic, cultural, and sexual variables affecting classroom communication. (HTH)

Haertel, Geneva D. Walberg, Herbert J.
Ability and Learning: A Theoretical and Empirical Synthesis.
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-678-0090
Note-41p.; This document is Part K of a compilation entitled
Generalized Theory of Design and Analysis of
Educational-Effectiveness Research.'' For related documents, see EA
013 759-761, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, Academic Achievement, *Cognitive Ability,
Elementary Secondary Education, Group Testing, *Intelligence,
Intelligence Tests, *Learning, Models, *Outcomes of Education

To gauge the relationship between intellectual ability and learning, the authors review the work of 20 theorists and analyze empirical correlations at both the elementary and secondary school levels. Intellectual ability is defined in the paper as including intelligence, prior learning special aptitudes, and other cognitive characteristics. The authors discuss six paradigms of intellectual ability developed by the theorists, involving operational measures (IQ tests), learning rates, stimulus-response associations, cognitive development stages, components of ability, and information processing. Next, to estimate the magnitude of the relationship between ability and learning, the authors analyze 396 correlations derived from the literature. Intellectual ability was measured in the correlations by group intelligence tests relating to verbal, nonverbal, quantitative, or total'' ability. The results indicate that overall academic achievement correlates most highly with verbal ability, followed by total ability, nonverbal ability, and quantitative ability. Correlations were consistently lower between group intelligence tests and class grades than between the intelligence tests and standardized achievement tests. (Author/RW)

ED 206 067 EA 013 804

Squires, David A.

Improving Policy Through Research: A Case Study of the Revision of Delaware's Program Standards for School Improvement.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Apr 81
Grant-400-80-0106
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Figures and appendices may reproduce poorly due to small print of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, Educational Administration, Educational Improvement, High Schools, *Influences, Interviews, *Policy Formation, Program Effectiveness, Standards, *State Standards
Identifiers-Delaware, *Knowledge Utilization

An interview study in Delaware gathered information about educational administrators' perceptions of effective high schools and existing statewide standards for effective schools. This report describes the design and analysis of this study and demonstrates how the resulting information was used to reformulate the state's policy and program for school improvement. The paper documents the utility of Knott and Wildavsky's seven proposed standards as a framework for assessing a successful knowledge utilization activity. In conclusion, the paper argues that the high impact of the interview study on policy revision was due in part to the identification of consensus among groups of educational administrators and to the provision of a systematic research-based way to bring the linguistic and conceptual frameworks of the educational administrators to bear on the problem of revising the school improvement policy. It is also suggested that Knott and Wildavsky's standards might be useful for both planning and documenting knowledge utilization activities directed toward policy revision. (Author/PGD)

ED 206 154 FL 012 332

Levenston, Edward A.

Second Language Lexical Acquisition: Issues and Problems.

Utrecht State Univ., The Netherlands.
Pub Date-79
Note-15p.; In its Interlanguage Studies Bulletin, Utrecht, Volume 4, Number 2 p147-160 Fall 1979.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, Contrastive Linguistics, Elementary Secondary Education, Error Analysis (Language), *Expressive Language, *Language Acquisition, Morphology (Languages), Motivation, *Personality Traits, Phonology, Postsecondary Education, *Receptive Language, *Second Language Learning, Semantics, Syntax, *Vocabulary Development
Identifiers-*Avoidance Behavior

Most second language acquisition research has been concerned with grammar or phonology and has failed to discuss lexical acquisition. The main reason for this neglect has been the lack of vocabulary study by linguists. However, recent concern with semantic theory has brought new impetus to work on lexical acquisition. Useful research on lexical acquisition is dependent upon a number of fundamental theoretical issues. Among these are: (1) whether the processes whereby second language vocabulary is acquired parallel those by which first language vocabulary is acquired, (2) what individual personality characteristics affect the learning and use of vocabulary, (3) the stages by which the lexical stock of a second language learner grow and expand and the factors which influence this growth and expansion, (4) the relationship between active/productive and passive/receptive knowledge of vocabulary, and (5) the kinds of research in lexical acquisition further required. Factors that affect the growth and expansion of second language vocabulary include phonological, morphological, syntactic, and semantic features of the learner's first language, second language, and other Languages with which s/he is acquainted. In addition, the personality, motivation, and knowledge of the learner and the situation in which the learning takes place affect lexical acquisition. (JK)

ED 206 195 FL 012 499

Aitken-Soux, Percy G. Crapo, Richley H.
Basic Quechua. Volume I: Quechua Reader. Volume II: Quechua Grammar and Dictionary.
Utah State Univ., Logan.

Pub Date-77
Note-228p.; There is some faint type.
Language-English; Quechua
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-American Indian Languages, *Cultural Background, *Grammar, Postsecondary Education, *Quechua, *Reading Materials, *Vocabulary
Identifiers-Bolivia

Volume I, the reader, has 86 lessons consisting of short passages and vocabulary lists. The language and the stories presented were learned and collected at the Indian community and Hacienda of Cayara near Potosi, Bolivia. Translations of the passages are provided in a separate section. The second volume presents the grammar and phonology of the language outlined in such a way as to facilitate the student's study and analysis of the sentences in the reading passages in Volume I. The grammatical section is followed by a bidirectional Quechua-English dictionary. (AMH)

ED 206 214 HE 014 171

Corwin, Thomas M.

Recent Trends in Federal Stuuent Aid: The Rise of the Nonreturnable'' Loan. Technical Analysis Report Series, No. 6.

Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

Pub Date-Jun 81

Note-72p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Students, *Databases, Data Collection, Family Income, Federal Aid, Financial Policy, Higher Education, Loan Repayment, National Surveys, Parent Financial Contribution, Public Policy, *Student Costs, *Student Financial Aid, *Student Loan Programs

Identifiers-Cooperative Institutional Research Program, *Guaranteed Student Loan Program, *National Direct Student Loan Program, Study of Impact of Student Financial Aid Programs

The impact of changes in student aid policies on the way students and their families pay for college is examined. A major focus is how student loans fit into the overall framework of student finance. Information is presented on the National Direct Student Loan program and Guaranteed Student Loan program. Both programs provide the opportunity to borrow at a below-market interest rate and have interest-free in-school and grade periods. Two major databases on student finance are considered for their utility in indicating how much nonreturnable loan aid the government dispenses and who receives it. The first source, the annual freshman survey of the Cooperative Institutional Research Program (CIRP) is found to be lacking because it covers only freshmen and because its data on family income and student aid awards are collected in a manner that makes them difficult to use. The Department of Education's surveys conducted as part of the Study of the Impact of Student Financial Aid Programs (SISFAP) avoid many of the drawbacks of the CIRP, but they do not provide a complete picture of how students pay for college. The data are used to estimate the average net student burden (the amount that a student must contribute from work and loans, minus the nonreturnable portion of loans) faced by students at public two-year colleges, public four-year colleges, and private four-year colleges in 1978-79 and 1979-80. It is found that the burden is generally fairly low: no more than 25 to 30 percent of the student's cost of education. The burden appears to be roughly equal across all income levels: there is little evidence of a middle-income squeeze. Implications of these findings for future data collection for federal student aid policies are considered. (Author/SW)

ED 205 687 CE 029 562

Savio, Mary L.

A Report of a Research Project: A Comparison of the Importance of Tasks and the Degree of Training Needed for Michigan Vocational Administrators.

Central Michigan Univ., Mount Pleasant.

Pub Date- 81

Note-73p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes, *Administrator Education, *Administrator Qualifications, Administrator Responsibility, Administrator Role, Administrators, Career Education, Competence, *Educational Needs, Educational Planning, Inservice Teacher Education, Job Analysis, *Job Skills, Management Development, National Surveys, Postsecondary Education, *Program Administration, Program Development, Program Effectiveness, Questionnaires, Secondary Education, State Surveys, *Vocational Education

Identifiers-Administrator Task Inventory, *Michigan, National Administrator Research Study

A study examined those competencies needed by local administrators of Michigan vocational education programs at the secondary and career-education-planning-district (CEPD) levels to carry out effectively their duties and responsibilities. The Administrator Task Inventory, a survey to identify and verify the importance of and the need for training for 191 vocational administrator tasks, was completed by 28 Michigan vocational administrators at the secondary, postsecondary, and CEPD levels. After the means and medians were established for both [illegible] importance of the task and the degree of training needed to complete the task, data from this survey was compared to corresponding data collected in the National Administrator Research Study conducted in May and June, 1976. Respondents to both surveys ranked evaluation of instructional program effectiveness as the most important task of the administrator. Other high-rated task areas included professional relations and self-development and business and financial management. Recommendations were made concerning the need for training in these areas and for further research. (Twenty-three tables summarizing survey data are included in the report, along with the survey instrument.) (MN)

ED 205 852 CG 015 343

Battin, Margaret Pabst

On the Relationship Between Suicide-Prevention and Suicide-Advocacy Groups.

Pub Date-Apr 81
Note-10p.; Paper presented at the Annual Meeting of the American Association of Suicidology (14th, Albuquerque, NM, April 24-26, 1981). Best copy available.
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Crisis Intervention, Death, Emotional Adjustment, Group Dynamics, *Human Dignity, *Humanitarianism, Individual Needs, *Prevention, Social Action, *Sociocultural Patterns, State of the Art Reviews, *Suicide
Identifiers-*Euthanasia, *Terminal Illness

Numerous advocacy groups concerned with death with dignity'' have formed in response to medical advances which extend the process of dying. Natural death legislation and the Living Will are but two examples of suicide advocacy for the terminally ill. These groups are emerging world-wide and range from conservative insistence on passive refusal of treatment to radical suicide advocacy and the establishment of new voluntary euthanasia societies in several countries. Suicidologists and suicide-prevention workers need not regard these groups as inimical to suicide prevention; the two kinds of groups can make important contributions to each other's work. Data gathered by suicidologists and those with clinical experience in suicide prevention may be able to determine the point at which, in the normal stages of dying, the terminally ill person may be most likely to attempt or commit suicide. However, suicide advocacy suggests that sometimes such attempts should not be interfered with, since effective suicide prevention in these cases may mean forcing an individual to stay alive in intolerable circumstances. Both suicide prevention and suicide advocacy are basically humanitarian-oriented; this commitment to the interests of individual human beings provides the basis for accommodation between the two. (Author/NRB)

Anderson, Craig A. And Others

Attributional Style of the Lonely and the Depressed.

Pub Date-Apr 81
Note-33p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attribution Theory, Cognitive Style, *Depression (Psychology), Environmental Influences, Individual Power, Locus of Control, *Loneliness, *Motivation, *Performance Factors, Personality Traits, *Psychological Patterns
Identifiers-*Attributional Style Assessment Test

Attribution theory suggests that attributional styles may contribute to the motivational and performance deficits frequently observed in depressed and lonely populations. An Attributional Style Assessment Test (ASAT) was created and administered to college students, along with the Beck Depression Inventory and the UCLA Loneliness Scale. Correlational analyses revealed distinct attributional style differences between the more lonely and less lonely people, especially when attributions were assessed for interpersonal failure situations. The more lonely people attributed these failures more than less lonely people to their unchangeable character defects (abilities and personality traits), and less to their changeable behavioral mistakes (effort and strategy selection). Parallel results were obtained when depression was used as the criterion variable. A second study using a modified version of the ASAT with other college students replicated these findings. Results appear to support the theory linking attributional style to motivational and performance deficits in lonely and depressed populations. (Author/NRB)

ED 205 939 CS 006 246

Haupt, Edward J. Leonardis, Arline

The Relationship of Comprehension and Oral Reading Speed in Normal, Slow, and Retarded Readers.

Pub Date-Apr 81
Note-22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Bilingual Students, Intelligence, *Oral Reading, *Reading Comprehension, Reading Difficulties, *Reading Rate, *Reading Research, Relationship, *Remedial Reading, Secondary Education, Success

Adolescent Portuguese-English bilingual students participated in a study that examined the relationship between reading rate and reading comprehension. The 31 subjects were placed in one of three groups: (1) normal readers, reading at grade level as indicated by IQ test scores; (2) slow readers, reading at least two years below expected grade level; and (3) retarded students who were reading at grade level. Each subject read narrative passages that had been written at the third and fourth grade reading levels. Half of the passages had been transliterated to a Portuguese orthography that produced the English sounds of the passage. The findings indicated that reading rate and comprehension are independent of each other. The three groups did not demonstrate a precise correlation of comprehension and rate, since the slow readers showed high comprehension while reading at a slow rate (this occurred regardless of the orthography of the passage). In addition, analyses of covariance showed that IQ predicted comprehension in a parallel way for individuals and groups, while rate did not do so. (FL)

ED 206 005 CS 206 564

Bailey, Steve

Wheatfields and Wildflowers'': Ideas for Teaching Canadian Literature Grades 8-12.

Pub Date-May 81

Note-30p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescent Literature, *Canadian Literature, Cultural Awareness, Fiction, Foreign Countries, Grade 10, Lesson Plans, *Literature Appreciation, Novels, Poetry, Secondary Education, Short Stories, Teaching Guides, *Teaching Methods, *Thematic Approach

Identifiers-*Canada

Intended for use with tenth grade students in Canadian schools, this paper provides a teaching unit designed to familiarize the students with the literature of their country. The paper contains (1) a teaching unit that uses poetry, stories, and films to illustrate the theme Growing up Canadian''; (2) a curriculum planning model for teaching Canadian literature; (3) suggestions for teaching literature as a cultural, a humanistic, or a literary study, and as a stimulus for creative writing; (4) two lesson plans that integrate Canadian literature into these areas of study; (5) teaching ideas for use in each area; and (6) a list of resources related to the teaching of Canadian literature. (FL)

ED 206 088 EA 013 827

Baker, Lynn E. And Others

Alternative Perspectives for Viewing Educational Organizations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jan 81

Note-117p.

Available from-Far West Laboratory for Educational Research and Development, EDSP Project, 1855 Folsom St., San Francisco, CA 94103 ($5.50).

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bureaucracy, Communication Research, *Educational Administration, *Innovation, Literature Reviews, Models, *Organizational Development, *Organizational Theories, Power Structure

A review of the published and unpublished literature on alternative perspectives for viewing organizations provides the basis for this monograph, which includes the contributions of five authors. The papers are intended to serve as a primer for educators interested in newer organizational perspectives and to stimulate them to learn more about, and examine current practices in light of, these alternatives. The first section includes two papers: one reviews common textbooks and other writings on educational administration to show how organizational theory is implemented in practice, and the other argues the utility of multiple perspectives in understanding organizational behavior. The second section offers an inventory of models, theoretical/logical structures, and interorganizational perspectives that are presently being discussed as alternatives to the bureaucratic view. Section 3 reviews the literature on the dynamic elements of organizations: communication, power, and making sense of organizational experience. The fourth section summarizes the major challenges to the dominant (bureaucratic) organizational perspective being posed by contemporary organizational theorists. (Author/WD)

ED 206 110 EA 013 912

Reams, Bennie P.

A Participative Management Approach to the Revision and Implementation of a Lunch Schedule in an Urban Elementary School.

Pub Date-Mar 80

Note-24p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Dining Facilities, Elementary Education, *Lunch Programs, *Problem Solving, *School Schedules

Reduction of cafeteria overcrowding was one of the tasks facing the new administration at Muir Elementary School in Long Beach (California). More than 90 percent of the 950 students were being served during one recess of 65 minutes in a cafeteria seating approximately 300 persons. A problem-solving team consisting of the principal, program facilitator, counselor, representative of the teachers' group, community worker, and school clerk discussed and verified the existing conditions and reached consensus on the desired conditions. The planning team's next activity was identifying constraints to possible solutions and soliciting ideas from administrators, teachers, students, and a review of the literature. Several plans were developed and presented to the faculty, parents, support services, and classified staff for reactions. After a field test, a satisfactory solution to the problem was reached: more garbage cans were placed in the cafeteria during the noon recesses; garbage disposal was installed; and the schedule changed to two noon recesses of 40 minutes each, two staggered intervals of 10-minutes each and a 10-minute break between recesses. A bibliography and the adopted schedule conclude the report. (Author/MLF)

ED 205 740 CE 029 731

Golladay, Mary A. Wulfsberg, Rolf M.
The Condition of Vocational Education.
National Center for Education Statistics (ED), Washington, D.C.
Report No.-NCES-81-349
Pub Date-Jul 81
Note-353p.; Many of the charts and tables in this document will not reproduce well due to small or light print.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00115-2, $7.00).
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Charts, Educational Assessment, Educational Facilities, *Educational Finance, Educational Needs, Educational Objectives, Educational Policy, Educational Practices, *Educational Trends, Enrollment, Enrollment Rate, Expenditures, Federal Aid, Financial Support, *Institutional Characteristics, Needs Assessment, Outcomes of Education, Personnel, Postsecondary Education, Program Costs, Program Descriptions, Program Effectiveness, Resource Allocation, Schools, Secondary Education, Staff Utilization, State of the Art Reviews, State Programs, *Student Characteristics, *Student Costs, Student Educational Objectives, Tables (Data), *Vocational Education

Designed to describe the condition of vocational education from both an institutional and student perspective, this report examines vocational education within the context of the formal education system and related institutions. A total of 40 charts and 166 tables reflect data collected primarily from the 1978 calendar year and the 1978-79 school year. Data are organized into the following subject areas: institutional providers of vocational education, enrollment in vocational education, profiles of vocational students, vocational education facilities, vocational education staff, allocations and expenditures for vocational education, student choice of program, costs facing vocational students, and outcomes of vocational education. (MN)

ED 205 774 CE 029 786

Brewer, Norma B.

Tailoring Vocational Education to Adult Needs. Information Series No. 226.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-76-0122
Note-34p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($2.80).
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Learning, *Adult Programs, *Adults, *Adult Vocational Education, Disadvantaged, Educational Cooperation, Educational Environment, Educational Finance, Females, Financial Support, Material Development, Models, Public School Adult Education, *Vocational Education

This paper examines adult vocational education in the context of the current vocational education system. The first of four major sections defines and discusses the background of adult vocational education. In section 2, a typology of vocational education is presented, followed by a discussion of three funding categories as they relate to adult programs. These funding categories include (1) programs supported by public funds; (2) programs supported by private funds; and (3) programs that are cooperatively funded by local, state, federal, or private sources. In the third section, suggested models for designing a learning environment for adult vocational education are given. The final section examines selected adult populations with special needs for vocational education, including women, individuals with handicaps, and the disadvantaged. (CT)

ED 205 792 CE 029 831

Crank, Ron

Energy Sources and Development.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Jun 81

Contract-81-133-10

Note-35p.; For related documents see CE 029 829-838.

Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Conservation (Environment), Conservation Education, Energy, Energy Conservation, *Fuel Consumption, *Fuels, Learning Activities, Petroleum Industry, *Pollution, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers-*Energy Consumption, *Environmental Problems, Mining Industries

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with energy sources and development. Its objective is for the student to be able to discuss energy sources and development related to the historical perspective, biological development, current aspects, and future expectations concerning energy usage. Some topics covered are current exploration for petroleum resources, factors related to the expansion of the natural gas industry, advantages of strip mining as compared to underground mining, and fuel usage and effect on the environment. Material in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 811 CE 029 874

Handbook for Adult Education Instructors. Series No. 133.
Indian Adult Education Association, New Delhi.
Pub Date-80
Note-90p.
Available from-Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India-110002 ($2.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Adult Educators, *Adult Learning, *Adult Programs, Bibliographies, Definitions, Evaluation Methods, Instructional Materials, Learning Theories, Literacy Education, National Programs, *Program Development, *Program Implementation, Student Evaluation, Teacher Role, Vocabulary
Identifiers-*India, *National Adult Education Programme (India)

A nationwide Adult Education Programme (NAEP), with the object of providing adult education to 100 million adults within five years, was inaugurated in India in October, 1978. A conference held in New Delhi in June, 1979, discussed the problems of training enough adult education instructors to implement the program throughout the country, especially in rural areas. In order to aid instructors, this handbook was created to serve as a ready and rough reference book for practitioners. The handbook avoids theories and ennumerates in simple and easy-to-understand language steps to be taken to organize adult education programs. The eight chapters of the book provide a guide for the following: nature of adult education, content of the NAEP, role and duties of the instructor, organization of adult education programs, adult learning theory, teaching and learning aids, evaluation, and follow-up programs. Appendixes contain lists of terminologies used in adult education, agencies providing training facilities, norms of literacy, survey forms, development departments and officials, sample pages of attendance and stock registers, a bibliography, and a list of conference participants. (KC)

ED 205 896 CS 006 180

Stetson, Elton G.

Improving Textbook Learning with S4R: A Strategy for Teachers, Not Students.

Pub Date- 81

Note-18p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Adults, *Classroom Techniques, Elementary Secondary Education, Reading Comprehension, *Reading Instruction, *Reading Research, *Study Skills, *Teacher Role

Identifiers-*Reading Strategies, *S4R Method

Noting that many reading-study techniques used by students to improve their comprehension and test scores fail because the students who need such assistance often lack the self-discipline to use them, this paper introduces S4R, a teacher-controlled reading-study method. After briefly describing each of the five components of the program, (Survey/Read/Recite/Record/Review), the paper describes three pilot studies that tested the technique with three different groups: engineers, secondary school administrators, and seventh grade students.

The paper then reports the following conclusions based on the studies: (1) reading-study methods controlled by teachers rather than by students may be the distinguishing feature that causes such methods to be recognized on a broader scale, and (2) perhaps the most effective way to influence student use of reading-study techniques independently is to use them in the classroom. (FL)

ED 205 961 CS 206 422

Trapp, Mary E.

The Implications of John Hart Ely's Conceptual Framework for Interpretation of First Amendment Questions: The Continuation of Balancing in the Free Expression Arena.

Pub Date-Aug 81

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Constitutional Law, *Court Litigation, *Evaluation Criteria, *Evaluation Methods, *Freedom of Speech, Mass Media, *Validity

Identifiers-Ely (John Hart), *First Amendment

Examining interpretive approaches to the First Amendment free speech and press clause, this paper focuses on the conceptual framework proposed by John Hart Ely. Other First Amendment tests examined include clear and present danger, balancing, the absolute test, and A. Meiklejohn's absolute'' test. Following an analysis of Ely's First Amendment interpretation, the limitations of his tests are discussed. The Branzburg,'' Tornillo,'' and Red Lion'' cases are examined to demonstrate the weaknesses of those tests. The concluding section of the paper points out four problems of Ely's tests, indicating that the tests do not successfully implement the purposes of the First Amendment. (RL)

ED 206 131 EC 133 585

Summary of Information on Projects and Activities in the Field of Rehabilitation of the Disabled During 1979 (Twenty-Second Issue).
United Nations, New York, N.Y.
Pub Date-81
Note-150p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Disabilities, *Foreign Countries, *International Programs, *National Programs, Program Descriptions, Public Agencies, *Regional Programs, *Rehabilitation

The summary reports on international rehabilitation efforts undertaken during 1979. Projects are briefly described for four regional areas: Africa, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean. Project descriptions include the names(s) of the sponsoring organizations. The remainder of the report lists bilateral government programs; congresses, seminars, training courses, and meetings; publications, studies, and films; and such other information as national and regional efforts for the International Year of the Child (1979) and proposals for the International Year of Disabled Persons (1981). Among appendixes are names and addresses of governmental agencies mentioned in the report. (CL)

ED 206 176 FL 012 479

A Report on the Status of the Teaching of French as a Second Language within CTF Member Organization Jurisdictions.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No.-ISBN-0-88989-106-0
Pub Date May 81
Note-104p.
Language-English; French
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Bilingualism, Elementary Secondary Education, *French, Government School Relationship, Official Languages, Position Papers, *Professional Associations, *Public Policy, *Second Language Programs, *Student Educational Objectives, Teacher Education
Identifiers-*Canada, Canadian Teachers Federation

A ten-member commission on French as a Second Language (FSL) was established by the Canadian Teachers' Federation (CTF) in July 1978, with a three-year mandate. One of the commission's tasks was to review the national scene in the area of FSL education. A process was initiated to survey CTF member organizations, to review education acts and regulations of each province, and to review official reports. This report includes a summary of the findings with comments. The report is presented as follows: (1) provincial/territorial regulations governing FSL education; (2) observations on the regulations in terms of definition of objectives, required grade levels and time allocation, prescribed programs or texts, teacher training, and general observations; (3) federal government support for second language studies, especially assistance for the teaching of the second official language, the special projects program for the development of bilingualism, teachers' bursaries, language training centers, and the second language monitor program; and (4) an outline of relevant policy or position statements by CTF member associations. Appendices include relevant statistical tables and position papers from member associations. A French language version of the body of the report and the statistical tables is included. (AMH)

ED 206 196 FL 012 501

Sung, Robert

Golden Mountain Reading Series. Teacher's Guide, Level 2.

National Assessment and Dissemination Center for Bilingual Education, Cambridge, Mass.; San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-78

Note-70p.; For related documents see ED 177 872 and ED 177 902. Some pages may not reproduce well.

Available from-Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140 ($3.75).

Language-Chinese

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Education, *Chinese, Chinese Americans, *Chinese Culture, *Cultural Education, Elementary Education, Ideography, *Lesson Plans, Second Language Instruction, Sino Tibetan Languages, Uncommonly Taught Languages

Identifiers-Elementary Secondary Education Act Title VII

This reading series was developed as a means to educate Chinese-American elementary school students in Chinese reading, writing, and culture. The following topics are covered: Chinese literature, Chinese and American history, famous people, general knowledge, Chinese ideography, the four seasons, and the major Chinese and American festivals and holidays. The reading series was developed around a basic set of Chinese words. Idioms from both the north and south of China are included. In all, 30 lessons are included. (Author/JB)

ED 206 231 HE 014 291

Geographic Origins of Transfer Students: Fall 1977 and Fall 1978.
State Univ. of New York, Albany. Office of Institutional Research and
Analytical Studies.
Report No.-SUNY-17-80
Pub Date-Oct 80
Note-355p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-College Students, *College Transfer Students, *Enrollment Trends, Feeder Patterns, *Geographic Distribution, Higher Education, Residential Patterns, *School Demography, School Statistics, State Surveys, *Student Mobility
Identifiers-New York, *State University of New York

Results of the annual surveys of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the fall 1977 and fall 1978 semesters are reported. Transfer students are defined as those undergraduate students who were enrolled at a SUNY institution for the first time in a given fall term, but who had attended other colleges or universities prior to the given fall term. The student and institutional data elements that enter into this report cover; student level, student load, permanent residence, education history, and program status; institutional location; and location of prior institution. The main body of each section is divided into: Part I, containing summary data for the complete state university system; Part II, which shows institution's enrollment of transfer students by load and permanent residence, as well as summary tables for each institution type; Part III, which contains separate tables for each New York county; and Part IV, with information on prior institutions and prior degrees as well as the current program status of transfer students. A publications list is appended. (LC)

ED 205 706 CE 029 658

Cheek, Jimmy G., Comp.

Summaries of Research and Development Activities in Agricultural Education, 1979-1980, United States of America.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-Dec 80

Note-159p.; For related documents see ED 114 635, ED 134 707, ED 151 532, ED 167 781, and ED 187 894.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Abstracts, Adult Farmer Education, Agribusiness, *Agricultural Education, Competency Based Education, Curriculum Development, Disabilities, Doctoral Dissertations, Educational Administration, *Educational Development, *Educational Research, Evaluation, Extension Education, Females, Job Skills, Masters Theses, Material Development, Postsecondary Education, *Research Reports, Secondary Education, Sex Fairness, Student Organizations, Teacher Education, *Vocational Education

This sixth annual national compilation of research and development activities in agricultural education contains abstracts of 181 studies completed during the period July 1, 1979, to June 30, 1980. Thirty-five of the completed studies represent staff research, 79 represent master's studies, and 67 represent doctoral dissertations and one undergraduate honors thesis. Studies are arranged alphabetically by state and alphabetically by author within states. Information provided for each study includes author(s), title, type, date, and location, as well as brief discussions of purpose, method, and findings. Studies reported as being in progress during 1980-81 are also compiled. They are arranged alphabetically by state and by author within states. There are 76 staff studies, 66 master's studies, and 50 doctoral dissertations. Author, title, type, and location are cited. A subject index on the completed studies is provided. Two appended tables show location of previous regional and national summaries of studies in agricultural education on microfiche in the ERIC system. (YLB)

ED 205 723 CE 029 696

Farmer, Edgar I.

Regional Staff Development Institutes for Vocational Teachers and Vocational Counselors Working with Disadvantaged Students: Final Report, June 16-27, 1980.

North Carolina State Board of Education, Raleigh.
Spons Agency-North Carolina Governor's Office, Raleigh.
Pub Date-Jun 80
Note-156p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Career Counseling, *Disadvantaged, *Inservice Teacher Education, Institutes (Training Programs), Postsecondary Education, *Program Development, Program Implementation, Regional Programs, *School Counselors, Secondary Education, Staff Development, Vocational Education, *Vocational Education Teachers

Identifiers-North Carolina

This report describes planning, implementation, and evaluation procedures involved in conducting eight regional institutes to provide staff development activities for vocational teachers and counselors. The introduction summarizes project purposes and objectives and general background information on the 256 secondary and postsecondary teachers and counselors who participated. Each of the eight institutes is then discussed separately. Information provided in each description includes introduction, pre-assessment of participants, treatment given to participants, post-assessment, conclusions, tables of pre- and post-assessment results, program agenda, and participant comments from post-assessment questionnaires. The final section provides discussion and conclusions based on findings from pre- and post-assessments. These major accomplishments are cited: more realistic education/career planning by disadvantaged students; better linkage between secondary education, postsecondary education, prime sponsors, and community; teachers and counselors more sensitive to needs of disadvantaged students and acting as liaison between them and academic environment of school; establishing mechanism to increase information exchange between prime sponsors and educational institutions; improved teacher and counselor skills for working with disadvantaged; and increased percentage of disadvantaged students continuing education into postsecondary level. Suggestions for enhancing success of teachers working with disadvantaged students and recommendations for practice and research are made. (YLB)

ED 205 832 CG 015 056

Loper, Rodney G.

Antecedent Personality Characteristics of Alcoholics.

Pub Date-Sep 80

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Tables are marginally legible and will not reproduce well.

Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholism, *Antisocial Behavior, *Background, Child Development, Correlation, *Individual Differences, Literature Reviews, *Personality Traits, *Prediction, Psychological Characteristics, Psychological Studies, Research Methodology, Research Problems, Sex Differences

Psychological studies on personality characteristics obtained from individuals prior to being diagnosed as alcoholics are reviewed. Retrospective studies suggesting an association between childhood anti-social behavior and the subsequent problem of alcoholism are presented, supported by studies of the personality inventories of college students who later developed substance abuse problems. Information from adoptive studies and a study supporting the concept of childhood minimal brain dysfunction in a subtype of genetically-related alcoholism is also included. Research examining sex differences in antecedent characteristics of alcoholics is presented, along with a study supporting the interpretation of pre-alcoholics as more rebellious, impulsive, and socially aggressive than their peers. The materials offer evidence that on the average, some personality features may be discernible in both male and female clinical alcoholics long before treatment. The methodological shortcomings of many studies quoted in this review are discussed, and recent improved research techniques are reported. (Author/NRB)

Smith, Jonathan E. And Others

Self-Disclosure and Self-Monitoring: The Effect of a Personality Variable on Reciprocal Self-Disclosure.

Pub Date-Mar 81
Note-18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, Cognitive Processes, Cues, *Imitation, Individual Differences, Influences, Interpersonal Relationship, *Modeling (Psychology), *Prompting, Role Models, *Social Behavior
Identifiers-*Self Disclosure

Research on self-disclosure has suggested that in dyadic social interactions, self-disclosure by one member of the dyad tends to be reciprocated by the other. Little is known, however, about the parameters of self-disclosure and reciprocity. Investigators have sought to relate self-disclosure to various personality constructs, such as self-monitoring; high self-monitors are sensitive to the expression and self-presentation of others and often use others' disclosures as cues for their own behavior. College students completed the Self-Monitoring Scale and were classified as either high self-monitors (N 24) or low self-monitors (N 24). Each subject was paired with a confederate to discuss four topics. The confederate spoke first, disclosing information that was either high or low in intimacy. The subject then discussed the same topic. Later, subjects completed questionnaires concerning their impressions of both the confederate and the issues discussed. Analysis of the data revealed that high self-monitors were significantly more likely than low self-monitors to imitate the confederate or present similar information. (Author/NRB)

ED 205 918 CS 006 217

Nolan, Suzanne D. And Others

Multiple Code Activation in Word Recognition: Evidence from Rhyme Monitoring. Technical Report No. 204.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Wayne State Univ., Detroit, Mich.

Pub Date-May 81

Contract-400-76-0116

Note-58p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Auditory Stimuli, College Students, Decoding (Reading), *Language Processing, Reaction Time, Reading Processes, *Reading Research, *Research Design, Research Methodology, *Verbal Stimuli, *Word Recognition

Identifiers-*Rhyming

Three experiments were conducted to investigate whether the results of previous research on rhymes detection were due to a rhyme production frequency bias (in favor of similar rhymes) in the materials used. The previous results had indicated that orthographically similar rhymes were detected more rapidly than dissimilar rhymes. In the three experiments, 66 college students listened to short word lists in order to select the word that rhymed with a cue presented prior to each list. Cue-target rhyme production frequency was equated for orthographically similar and dissimilar rhymes. Similar rhymes were detected more rapidly in all three experiments, indicating that orthographic information was accessed'' in auditory word recognition. The results also indicated that multiple codes were automatically accessed'' in word recognition, a fact necessitating the reinterpretation of phonological recoding'' in visual word recognition. (Author/RL)

ED 205 983 CS 206 534

Currie, A. Blaine

Instruction in Handwriting in Ontario Schools.

Ontario Dept. of Education, Toronto.
Pub Date-81
Note-47p.; For related document see ED 185 547.
Available from-Ontario Government Bookstore, 880 Bay St., Toronto, Ontario M7A 1N8, Canada ($3.00).
Journal Cit-Review and Evaluation Bulletins; v2 n2 1981
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, Elementary Education, *Handwriting Instruction, *Handwriting Skills, Kindergarten, Learning Disabilities, Left Handed Writer, Preschool Education, *Teaching Methods
Identifiers-*Ontario

The question and answer format of this booklet presents 35 questions about handwriting most often asked by teachers and parents. The answers that follow each question are derived from an earlier study of handwriting instruction undertaken in Ontario, Canada, schools. The questions in the first section of the booklet deal with current handwriting instruction practices in Ontario schools and provide a general view of how handwriting should be taught in the elementary schools. The questions in the second section consider handwriting instruction for preschool and kindergarten children. The third section presents ideas for printing instruction in grades one and two, while section four deals with handwriting instruction in grades three through six. Section five considers ways to evaluate students' handwriting, and section six suggests ways for improving handwriting instruction for left-handed students and children with learning disabilities. The final question considers possible future directions for handwriting instruction in Ontario schools. (HOD)

ED 206 028 CS 503 566

Hample, Dale

Models of Arguments Using Multiple Bits of Evidence.

Pub Date-May 81

Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (31st, Minneapolis, MN, May 21-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, College Students, *Communication Research, Comparative Analysis, *Credibility, Decision Making, Higher Education, *Models, *Persuasive Discourse, Validity

A study tested several different cognitive models of the way people use supporting arguments to arrive at belief in a claim. The models tested were (1) the model based on the assumption that human information processing is essentially logical; (2) R. S. Wyer's model; (3) the message-plus-context model; and (4) the weighted average model. One hundred fifty-six college students were administered a pretest, read one or two messages, and then were given a posttest. Each message contained three arguments supporting the same claim. The original outline for each message consisted of a series of three syllogisms, and the messages were written in such a way as to flesh out the premises. The results revealed theoretical and empirical support for the message-plus-context model, but comparably accurate predictions were also achieved from the Wyer and the weighted average models. (FL)

Seidman, Robert H.

The Explanatory Power of Two Idealized Models of Educational and Social Attainment.

Pub Date-Apr 81
Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Attainment, *Educational Benefits, Educational Demand, *Mathematical Models, Socioeconomic Status, Statistical Analysis, Statistical Distributions
Identifiers-*Aggregate Model, *Probabilistic Utility Model

Increasing the level of educational attainment of the population may not always increase the social benefits for those who receive the education. In fact, when a high percentage of the population attains a certain level of education, that attainment ceases to provide socioeconomic benefits; instead, those few who have not reached that educational level find themselves suffering from socioeconomic liabilities. Some of the relationships between educational attainment and socioeconomic benefits are explored in the two mathematical models discussed in this paper. The Aggregate Model rests upon idealized normal distributions of benefits and educational attainment within a meritocratic society. The Probabilistic Utility Model assumes more flexible distributions. The models indicate that, at least in theory, educational policies that seem to promote equity may in fact cause socioeconomic hardships and disequilibrium. (Author/PGD)

ED 206 155 FL 012 350

Klinck, Patricia A.

Evaluation of the Drop-in Centre. French Centre, University of Calgary 1980-81.

Pub Date-Apr 81

Note-97p.; For related documents see FL 012 353 and ED 201 179.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Second Language Programs, *Cultural Education, *Enrichment Activities, Extracurricular Activities, *French, Higher Education, *Native Speakers, Participant Satisfaction, Questionnaires, *Summative Evaluation

Identifiers-*University of Calgary (Canada)

A summative evaluation of the Drop-in center took place in order to: (1) observe French-speaking monitors during their sessions as hosts; (2) provide feedback on their ability to carry out this role; (3) monitor the implementation of changes previously recommended; (4) assess student reaction to the center programs by questionnaire; and (5) provide information to the French center for future funding possibilities. Fifty of the 100 student questionnaires were returned. In addition to the questionnaires, the evaluator was present during the times when the center was open to observe the monitors and to assess the general climate. The center's activities are both structured and unstructured, academically-oriented and social. Generally speaking, the center affords the opportunity to speak and read French and to associate with French-speaking persons. It was found that many professors choose to take their coffee breaks there, and that students and professors like to go there to read, chat, do assignments, and listen to music. According to the student questionnaires, the center was welcoming, helpful in learning French, and a good place to meet and converse with Francophiles. The appendices include the original proposal given to the appropriate department of the Province of Alberta for the establishment of the center, and the student questionnaire used in this study. (AMH)

Schachter, Mary

The Job Creation Potential of Solar and Conservation: A Critical Evaluation.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date-7 May 79

Note-25p.; This paper originated as part of a broader study on energy alternatives for the National Center for Economic Alternatives. Not available in paper copy due to broken print.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, *Employment Opportunities, *Employment Projections, *Energy Conservation, Fuels, *Job Development, Labor Market, Labor Needs, Nuclear Energy, Power Technology, *Solar Radiation

Identifiers-Impact

Solar proponents claim that a solar- and conservation-oriented economy will create vastly larger numbers of jobs than the conventional and nuclear alternatives. Comparing energy alternatives in terms of job creation potential is tenuous at best due to the paucity of analysis in this area. Ideally, both the quantitative and qualitative aspects of job creation should be compared among alternatives. Due to the relative newness of the solar and conservation industries, however, only general comparisons of the direct employment impacts among energy alternatives can be made. A tentative conclusion from recent studies is that the general direction of changes in terms of direct job creation will be toward greater employment opportunities. A review of the literature shows that for the same amount of energy, solar creates 55-80 times as many direct jobs as natural gas. For the same amount of energy, conservation measures create 26 times as many direct jobs as natural gas at about one-ninth to one-fifth the cost. For the same amount of energy, solar heating systems create 2-8 times more direct jobs than conventional powerplants. Conservation measures create direct jobs at less than one-third of the cost/job of nuclear power and will be economical in all parts of the country. (YLB)

Guideline Standards for Prevention/Promotion Services in Mental Health.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-80
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Principles, Administrator Guides, Community Programs, Guidelines, *Mental Health Programs, Needs Assessment, Personnel Selection, *Prevention, *Program Development, Program Evaluation, *Resource Allocation, Staff Utilization, *Standards, State Agencies

This guide presents the recommendations of a task force from Southern state and local mental health agencies, which was convened to design minimum standards for use in the development of prevention/promotion programs. Prevention/Promotion-Oriented Services are defined according to the areas of prevention, promotion, and protection services. Recommended minimum standards are listed for planning and conducting prevention/promotion programs as well as the administration and organization of programs within a mental health agency. The procedures enumerated for program planning concern the identification of high-risk populations, community needs assessment, delivery methods, program rationales and research bases, and written objectives, implementation strategies, and evaluation plans. Considerations for conducting programs are listed, including client procedures, client rights, and program monitoring, evaluation, and feedback needs. Standards for administrators and the staffing of prevention/promotion programs are also discussed. (NRB)

ED 205 940 CS 006 249

Klenke, William H. And Others

Simformation 1: Introducing Parents to the Wisconsin Reading Design.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 75

Contract-NE-C-003-0065

Note-41p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, Evaluation Methods, Instructional Materials, Learning Activities, *Parent Participation, *Parent School Relationship, Program Design, *Reading Instruction, *Reading Programs, School Community Relationship

Identifiers-Wisconsin Design for Reading Skill Development

This guide is intended to provide practical, hands-on materials for local school district personnel to use in improving the home-school-community relations of schools using the Wisconsin Design for Reading Skill Development (WDRSD). The guide describes simformation,'' a simulation-information exercise designed to increase parental understanding of the WDRSD. The first section of the guide provides an overview of simformation, while the second section explains how educators can prepare and present simformation materials and activities. The third section explains how to conduct a preassessment interview with parents that will reveal their needs in relation to the WDRSD, and the fourth section discusses the five activities involved in the simformation: (1) a reading class simulation, (2) the pupil profile card, (3) a WDRSD reading lesson, (4) a postassessment exercise, and (5) a summarizing exercise. The fifth section details the evaluation procedure used to assess parents' knowledge of the program design and their understanding of their role in it. Copies of materials used in the activity are appended. (FL)

Mahoney, James

Local History: A Guide for Research and Writing.

National Education Association, Washington, D.C.

Report No.-ISBN-0-8106-1682-3
Pub Date-81
Note-65p.
Available from-National Education Association, Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 1682-3-00, $5.25).
Pub Type- Guides - Classroom - Teacher (052) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, *Community Study, Grade 7, Grade 8, Guidelines, Interviews, Junior High Schools, *Local History, Oral History, *Student Developed Materials, *Student Research, *Writing (Composition)
Identifiers-Writing for Publication

Based on the work of a seventh/eighth grade school teacher and one of his classes, this guide provides teachers and other interested persons with step-by-step instructions for conducting research and interviews to publish a local history of the community. Chapters provide information on the following topics: (1) introducing the topic of local history; (2) starting the project setting goals, selecting topics, and determining the specific area and scope of study; (3) researching local history by using resources such as the library, historical society, public records, newspapers, photographs, and oral history; (4) organizing and evaluating the research; (5) writing and publishing a local history, including how to prepare the dummy copy, select a printer, and finance the project; (6) student participation; and (7) local history activities, such as slide-tape presentations, visiting cemeteries, organizing history fairs, preparing time capsules, and going on field trips. Three appendixes contain an outline for researching and writing local history, an outline for conducting an interview, and a list of categories for organizing oral tapes. A list of recommended readings is also provided. (RL)

ED 206 048 EA 013 766

Haertel, Geneva D. And Others

Psychological Models of Educational Performance: A Theoretical Synthesis of Constructs.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-678-0090

Note-28p.; Not available in paper copy due to light print of original document. This document is Part L of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' Table 2'' is missing. For related documents, see EA 013 759-761, EA 013 763-767, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Ability, *Learning, *Learning Theories, *Models, Outcomes of Education, Predictor Variables, Productivity, Student Attitudes, Teaching Methods

To help refine a model of educational productivity, this paper reviews eight theories that present holistic models of in-school learning. The holistic models, all published between 1963 and 1978, involve either individual learners or single learning tasks. The authors discuss each model in turn and then compare them. They note that the theories all include the concepts of immediate or presage'' conditions of learning, instructional processes, and educational outcomes, but that they differ over the variables to incorporate in each concept. Comparison of the eight theories with the model of educational productivity indicates that the latter covers the relevant variables for presage'' conditions and instructional processes and may be extended to predict any of the outcome variables. (Author/RW)

ED 206 111 EA 013 915

Webb, L. Dean

The Role of Special Interest Groups in the Shaping of State Educational Policy Relative to School Finance: A Case Study.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Apr 81
Grant-NIE-G-80-0047
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, Elementary Secondary Education, *Finance Reform, Higher Education, *Legislators, *Lobbying, *Political Influences, Political Power, Property Taxes, *School Taxes, State Legislation
Identifiers-*Arizona

The Arizona state legislature met from November 1979 to April 1980 for the sole purpose of restructuring and codifying rules that define school financial policy and reforming tax structures that support educational institutions. This case study investigated the role of special interest groups in shaping state educational policy at that session. Data collection activities were structured around identifying (1) the special interest groups or individuals that attempted to influence the legislature; (2) the major issues or concerns of these groups; (3) the methods of contact employed; and (4) the extent to which those individuals or groups were successful. Data were collected by means of a mail survey of all 90 state legislators and all special interest groups and by open-ended interviews with 51 legislators and 52 representatives of special interest groups. Content analysis was used to analyze the data. The demographic and economic factors that precipated the special session are explained and the policy results of the special session reviewed. The special interest groups are identified, their concerns summarized, and methods of contact and influence discussed. The conclusion states that educational policy relative to school finance in Arizona is not being shaped by any special interest groups. (Author/MLF)

ED 206 112 EA 013 916

Natriello, Gary Scott, Paul

Secondary School Evaluation Systems and Student Disengagement.

Pub Date-Apr 81
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attendance, Conflict, Power Structure, School Vandalism, Secondary Education, *Student Evaluation, *Student Motivation, *Student Participation, *Student School Relationship, Student Teacher Relationship
Identifiers-*Student Disengagement

ED 206 132 EC 133 586

Goullet, George R. Rempel, Edgar

Establishment of Classes for the Trainable Mentally Retarded in Elementary Schools: Follow-Up After Two Years.

Pub Date-Apr 81

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Change, Elementary Education, Followup Studies, *Mainstreaming, *Moderate Mental Retardation, Normalization (Handicapped), Parent Attitudes, Peer Relationship, Satellite Facilities, *Special Classes, Teacher Attitudes

Forty-two students attending a centralized program for the trainable mentally retarded were placed in satellite units in elementary schools. After 2 years teachers reported on the extent of integration, changes in behavior, play with nonretarded students, and their feelings about the change. Parents were interviewed about their feelings before and after the change, behavior at home, and further changes needed. The program was generally successful in providing integration opportunities while maintaining a specialized program. Ensuring integration may require more central direction. A more detailed curriculum is needed to ensure comparability of programs for students changing schools. (Author)

ED 206 133 EC 133 587

Luftig, Richard L. Johnson, Ronald E.

Identification and Recall of Structurally Important Units in Prose by Mentally Retarded Learners.

Pub Date-Apr 81

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attention, Elementary Secondary Education, *Learning Processes, *Memory, *Mild Mental Retardation, Recall (Psychology)

The study investigated the ability of 80 mildly mentally retarded students (19 to 17 years old) to make accurate judgments of textual idea importance and to differentially and spontaneously remember important rather than unimportant ideas. Ss were assigned to one of six conditions which differed as a function of whether importance judgments were made, whether Ss were given advance notice of later recall requirements, and the extent to which emphasis was placed on the potential usefulness of structural importance in aiding recall. Results indicated that the retarded Ss were more accurate in identifying unimportant ideas than important ideas, that learners recalled more of what they had rated as important than what they had rated as unimportant, and that learners did not spontaneously use importance levels to aid recall. Results are discussed in relation to a selective attention hypothesis. (Author)

ED 206 215 HE 014 193

Dale, Grady, Jr.
Educational Psychology in Action: Learning Skills Training with Health Sciences Students.
Pub Date- 81
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Allied Health Occupations Education, Grade Point Average, *Health Education, Higher Education, *High Risk Students, State Universities, Study Skills, Supplementary Education, *Tutorial Programs, Tutoring

The Learning Assistance Program (LAP) at the University of Colorado Health Sciences Center was designed to create an inter-school, inter-program network of students and faculty. The aim is to promote a Health Sciences Center-wide approach to help high risk students negotiate high risk courses and to maximize the learning potential of all students through the proper teaching and reinforcement of student academic management skills. LAP fosters an attitude of prevention among students, identifying the need for help before academic problems reach the critical state. Some program innovations include hiring a fourth year medical student and a third year dental student to act as adult peer supervisors in LAP, organizing half-day orientation seminars on Saturday, implementing supplemental course instruction and special review classes beyond the formal instruction, and teaching learning skills as part of the professional curriculum. Measuring the efficacy of learning skills intervention is planned and will include pre- and post-test designs related to grade improvement. (CC)

ED 206 216 HE 014 202

A Plan to Assure Equal Postsecondary Educational Opportunity, 1980-1985.
Maryland State Board for Higher Education, Annapolis.
Pub Date Dec 80
Note-123p.
Available from-Maryland State Board for Higher Education, 16 Francis St., Annapolis, MD 21401.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Access to Education, Administrative Policy, Administrators, Black Colleges, Blacks, *Black Students, College Faculty, Enrollment Projections, Enrollment Rate, *Equal Education, *Higher Education, Long Range Planning, Master Plans, Minority Groups, *Policy Formation, *Statewide Planning, Student Attrition, Student Financial Aid
Identifiers-*Maryland

The present report was developed as a reassessment and revision of the 1974 state plan for completing desegregation of higher education to meet

ED 205 688 CE 029 590

Marcellino, Sal

Incorporating Calculators into the Recordkeeping Curriculum. Recordkeeping I.

Mount Vernon Public Schools, N.Y.

Pub Date-Aug 78

Contract-C-141569

Note-38p.; For related documents see CE 029 591-593.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, Behavioral Objectives, Business Skills, *Calculators, Competence, Competency Based Education, Course Content, Curriculum Guides, Flow Charts, *Learning Modules, *Office Occupations Education, *Recordkeeping, Secondary Education, Teaching Methods

This document is a guide to aid teachers in incorporating the use of calculators in the high school Recordkeeping I Curriculum. The guide contains 10 learning modules. Each module consists of an introductory explanation, student performance objectives, content of the module, and teaching suggestions for using calculators in each application of course content. The 10 modules cover the following topics: basic skills of recordkeeping; recordkeeping for cashiers; recordkeeping for checking account procedures; petty cash payments; personal records; retail sales; recordkeeping of purchases; wholesale sales; processing payroll records; and records used in a small retail business. Methods of evaluation and a time frame for using the materials are included, along with a list of visual aids and a bibliography. A description of the minimum competencies students should achieve by the end of the course also is contained in the guide. (KC)

ED 205 689 CE 029 591

Marcellino, Sal

Incorporating Calculators into the Recordkeeping Curriculum. Recordkeeping II.

Mount Vernon Public Schools, N.Y.

Pub Date-Aug 78

Contract-C-141569

Note-34p.; For related documents see CE 029 590-593.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, Behavioral Objectives, Business Skills, *Calculators, Competence, Competency Based Education, Course Content,

ED 205 741 CE 029 732

Mears, Ruth Anne And Others

Dimensions of Home Economics Programs: Seven Case Studies.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date-Mar 81

Note-211p.

Available from-Division of Occupational and Vocational Studies, Pennsylvania State University, University Park, PA 16802 ($6.00).

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Case Studies, *Consumer Education, *Evaluation Criteria, *Home Economics, Home Economics Skills, Parent Attitudes, *Program Effectiveness, Program Evaluation, *Research Methodology, Secondary Education, Student Attitudes, Teacher Attitudes, Vocational Education

Case studies were selected as one of several approaches to obtaining data for use in determining effectiveness of vocational home economics programs. This monograph includes a package for developing case studies of home economics programs, and analysis of these case studies with implications for future research, in addition to seven case studies of consumer and homemaking programs from seven states. The seven programs selected for the case studies were regarded as effective consumer and homemaking programs that were meeting local needs and legislative mandates. Analysis of data generated by the case studies led to 12 generalizations regarding effective programs. These generalizations include the following ideas: teachers are the key factor in effective programs; effective programs have comprehensive home economics subject matter; students in effective programs have extremely positive feelings toward the program; parents and school administrators have positive views of home economics; students are highly involved in the program; changes in programs are facilitated by teacher education programs; resources, community involvement, and money are helpful but do not make or break effective programs; and program responses to legislative mandates differ according to the needs of the local community and the local school structure of home economics. Five recommendations for future research were made. (KC)

ED 205 793 CE 029 832

Metz, Ron

Fireplaces and Fireplace Fuels.

Pittsburg State Univ., Kans. Kansas Vocational Curriculum and Research Center.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date-Jun 81

Contract-81-133-10

Note-40p.; For related documents see CE 029 829-838.

Available from-Kansas Vocational Curriculum Dissemination Center, Pittsburg State University, Pittsburg, KS 66762 ($2.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Chimneys, Conservation Education, Energy, Energy Conservation, *Fuels, *Heating, *Heat Recovery, Learning Activities, Postsecondary Education, Secondary Education, Student Developed Materials, Tests, Transparencies, Units of Study, Vocational Education

Identifiers-*Fireplaces

This instructional unit is one of 10 developed by students on various energy-related areas that deals specifically with fireplaces and fuels. Its objective is for the student to be able to discuss the structural design, operation, and efficiency of fireplaces and characteristics of different fireplace fuels. Some topics covered are fuels, elements of the fire triangle, factors relating to high efficiency of masonry fireplaces, uses of grates and chimney, heat recovery, and prefabricated and free standing fireplaces. Materials in each unit may include some or all of the following: terminal and specific objectives, list of references, information sheet with terms and definitions, informative materials, transparency masters, assignment sheet(s), and unit test with answers. (YLB)

ED 205 812 CE 029 875

Adult Education Development and the NAEP. Report of the All India Adult Education Conference (32nd, Amritsar, India, October 7-9, 1979). Series No. 134.

Indian Adult Education Association, New Delhi.

Pub Date-80

Note-61p.

Available from-Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India-110002 ($2.00).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Programs, Economic Development, *Educational Development, *Educational Needs, Lifelong Learning, *Literacy Education, *National Programs, Program Development, Program Implementation, Rural Population, Womens Education

Identifiers-*India, National Adult Education Programme (India)

This publication contains the proceedings of a conference held to discuss adult education and the National Adult Education Programme (NAEP) in India. Four major addresses are included in the booklet, along with references to other speeches, group discussion reports, resolutions, and recommendations. Inaugurating the conference, Shri J.J. Kidwai said that educational institutions were best suited to play their fullest part in the NAEP. He said that the campaign against illiteracy should be part of the larger development effort in the field of agriculture, industry, health and hygiene, family planning, vocational training, social reform, and social amelioration; and he urged rural participation in the program. Welcoming the delegates, Shri Jagjit Singh said that for a multi-faced development of the community, education had to play a vital role. He said that not only were the three R's needed but many other subject knowledges as well. He said that lack of education was the root cause of superstition, dirt, disease, backwardness, and parochialism. In his presidential address, Dr. M.S. Adisehiah emphasized the necessity of forming an effective state-level adult education association in Punjab to promote adult education in the state. He said that NAEP was a part of world-wide movements and that adult education should become part of the everyday life of the common people. Finally, in a valedictory address, Smt. S. Muthu said that the process of national development had changed the concept of adult education, which was previously confined to literacy alone. Now overall human resource development was needed, and special efforts should be

ED 205 897 CS 006 187

Chapman, L. John

The Comprehension of Anaphora.

Pub Date-81

Note-19p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Children, *Cohesion (Written Composition), *Context Clues, Elementary Education, *Reading Comprehension, *Reading Research, Reading Skills

Identifiers-*Anaphora

Children's understanding and use of anaphora and cohesive ties in comprehending text were studied by using selected school texts that had a number of cohesive ties deleted. It was hypothesized that the replacement of the deleted ties would indicate that the text within the location of a specific tie had been successfully read and understood. Subjects were 27 six- and seven-year-old and 30 nine- and ten-year-old children. The older children showed a greater ability to supply the word preferred by the author. The same was true for responses that were not exact replacements but could be considered cohesive. There was also a marked drop in omissions by older children compared with the younger children. (RL)

ED 205 962 CS 206 424

Stevenson, Robert L. And Others

A Nation of Bystanders: Psychological Involvement and Public Opinion.

Pub Date-Aug 81

Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Attitude Measures, College Students, Higher Education, Measurement Techniques, *Participation, *Public Opinion, *Research Methodology, *Research Problems, *Social Science Research

Three studies were conducted to test the beliefs that respondents' lack of opinions on public issues offer a realistic explanation for the inconsistencies of opinion measurement and that public opinion researchers may err by forcing respondents to express opinions they really do not hold. The first study, a survey of 612 adults, asked the subjects three questions on current issues of varying psychological distance: whether they had an opinion, what the opinion was, and whether they considered themselves personally involved in the issue. The results indicated that psychological involvement and opinion holding were correlated to a degree not often found in social science research. A second study, in which 78 college students ranked the importance of six current events issues, showed that those subjects who saw themselves as psychologically involved in five of the six issues rated the issues higher or as being more salient than those subjects who did not see themselves as psychologically involved. The third study surveyed 600 voters' reasons for voting for and against the 1980 presidential candidates and showed that people who saw themselves as involved in the election had more information and/or opinions than those who did not see themselves as involved. (RL)

ED 206 029 CS 503 567

Ishii, Satoshi And Others

Communication Styles among College Students in Japan and the Philippines.

Pub Date-Jun 81

Note-11p.; Paper presented at the Meeting of the Communication Association of the Pacific Conference (Nagasaki, Japan, June 20-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, College Students, *Communication (Thought Transfer), *Communication Research, Communication Skills, Comparative Analysis, *Cultural Differences, *Foreign Culture, Group Behavior, *Self Concept

Identifiers-*Communicator Style, Filipinos, Japanese People

Both the literal message and the vocal and nonverbal ways in which a message is presented combine to make up an individual's particular style of communication. Because research on communicator style has centered only on the communication characteristics of individuals, a study was conducted to examine the communication characteristics of two ethnic groups: Japanese and Filipinos. The Communicator Style Measure was completed by 730 Japanese college students and 203 Filipino college students from various universities in their respective countries. The measure inquired as to how the subject perceived his or her communication style in terms of nine variables. The results of the measure showed that the Filipinos perceived themselves as more attentive, contentious, dominant, friendly, relaxed, and animated, and as leaving more of an impression than did the Japanese. They had a stronger image of themselves as communicators. The Japanese, however, saw themselves as being more open than Filipinos. The Filipinos projected a more favorable communicator image than did the Japanese, the latter being shy, apprehensive, and reluctant to verbalize. (The Communicator Style Measure is appended). (HTH)

ED 206 089 EA 013 828

Traffic Safety Planning on School Sites. A Technical Project.
Institute of Transportation Engineers, Lansing, Mich. Michigan Section.
Spons Agency-Michigan State Office of Highway Safety Planning, Lansing.
Pub Date-12 Jan 78
Note-42p.; Last page may be marginally legible.
Available from-Office of Highway Safety Planning, 7150 Harris Drive, General Office Building, Lansing, MI 48913 (free).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Criteria, *Design Requirements, Driveways, *Educational Facilities Planning, Elementary Secondary Education, *Facility Requirements, Parking Controls, Parking Facilities, Pedestrian Traffic, School Buses, Site Selection, *Traffic Control, *Traffic Safety, Vehicular Traffic
Identifiers-Michigan

Control of traffic around school areas is one of the most important factors to be considered when selecting and designing a school site plan. To provide positive safeguards, it is necessary to establish and encourage school administrators to adopt a comprehensive set of guidelines. This booklet is directed to all personnel involved either in designing and operating new school facilities or in renovating and reconstructing existing ones. Topics considered include site selection, on-site safety, off-site safety, and safety on existing school sites. Figures present the minimum turning paths for passenger cars, single trucks, and school buses that should be used when designing curves and turnarounds on internal roadways. Another set of figures depict some before'' and after'' conditions, illustrating how existing school sites may be effectively and economically modified to adapt to changes in school bus zones, parent pick-up zones, parking facilities, pedestrian and bicycle routes, and playground areas. The appendix contains a list of Michigan officials and agencies that might serve as resources. (Author/MLF)

ED 206 197 FL 012 502

Donahue, Thomas S.

Copula Deletion and West African Languages: A Source for Covert Norms in American Black English.

Pub Date-Mar 80
Note-26p.; Paper presented at the Annual University of Wisconsin-Milwaukee Linguistics Symposium on Language Contact (10th, Milwaukee, WI, March 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-African History, *African Languages, *Black Dialects, Descriptive Linguistics, Grammar, *Pidgins, Verbs
Identifiers-Africa (West), *Copula (Grammar), Language Contact

The loss of the copula in Black English Vernacular (BEV) is demonstrably traceable to norms of pidginization that have their roots in West African languages and in contact among those languages. An extensive examination of the verb systems of a number of West African languages reveals that in every case a variety of verbal forms serves the many functions of the single verb ``be'' in English and that the particle verb grammar in these languages is morphologically complicated and wholly unlike verb grammar in English. The history of West Africa further reveals that prior to and during the period of slave trade there was extensive language contact among the various nations, resulting undoubtably in pidginization prior to arrival in the Americas. In light of these facts, it is possible to conclude that copula deletion has been in Black English dialect as part of its primary perceptual strategies and grammatical rules from the outset, and has occurred at so basic a level as to have become in all likelihood one of the covert norms of speakers of Black dialect to this day. However sociolinguistics may evaluate the casual style of BEV, from the perspective of language history copula loss may be viewed as inevitable. (JB)

ED 205 775 CE 029 787

Reardon, Robert C.

Developing Career Education at the College Level. Information Series No. 227.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-76-0122

Note-51p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($3.80).

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Development, *Career Education, *Colleges, *Demonstration Programs, Educational History, Educational Needs, Experimental Programs, Federal Programs, Higher Education, Postsecondary Education, Program Descriptions, *Program Development, *Program Improvement

Designed for the practitioner, this paper presents a review of the literature on postsecondary career education. The paper begins with an overview of the history and present context for postsecondary career education, including a review of the pressing needs of postsecondary schools, a description of some of the issues and problems facing postsecondary career education, and review of management strategies for delivering career education. The next section includes a summary of the state of the art in postsecondary career education, including prior model development and the evaluation of selected career education program elements. More than fifteen topics about postsecondary career education are explored. Section 3 summarizes practical implications of the preceeding literature review, and discusses some of the persistent

ED 205 875 CG 015 367

Anderson, Craig A.

Attributional Effects in Interpersonal Settings.

Pub Date-Apr 81

Note-45p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attribution Theory, Expectation, *Failure, *Individual Power, Influences, *Interpersonal Relationship, Locus of Control, *Motivation, *Performance Factors, Personality Traits

Research has shown that attributing failure to lack of ability leads to lower motivation than does attributing the failure to lack of effort. An attributional model of motivation and performance following failure was tested with college students (N 63), who were preselected on the basis of their attributional styles for interpersonal failures, as measured by the Attributional Style Assessment Test. Subjects in the two groups (Character style versus Behavioral style attributors) were randomly assigned to one of three experimental manipulations of attributions for failure at an interpersonal persuasion task no manipulation, ability/trait manipulation, or strategy/effort manipulation. Subjects engaged in a telephone blood drive task, trying to persuade other students to donate blood. Success expectancies, motivation, and actual performance were assessed. Subjects who made

ED 205 919 CS 006 218

Mason, Jana M. Au, Kathryn Hu-pei

Learning Social Context Characteristics in Prereading Lessons. Technical Report No. 205.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-May 81

Contract-400-76-0116

Note-69p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Beginning Reading, *Classroom Environment, Cognitive Development, Cognitive Processes, Discourse Analysis, *Interaction, Prereading Experience, Preschool Education, *Reading Instruction, *Reading Research, Social Environment, Social Influences, *Student Teacher Relationship, Teacher Role

A study examined the relationships between cognitive tasks and social skills that are relevant to prereading or beginning reading instruction by observing lessons given to small groups of children. Four preschool children one with many prereading skills and three with few skills participated in the study. Student-teacher interaction that occurred in an early reading lesson was compared with that occurring in a later lesson to determine if differences existed between the teacher's interaction patterns with the high knowledge'' child and with the lower knowledge'' children. The results showed that over time, the children did learn how to make more accurate and more extensive use of social patterns to participate in a lesson. An analysis of the teacher's interaction with the four students revealed that the teacher was affected by the high knowledge'' student's displays of competence and

ED 205 984 CS 206 535

Hazard, John, Comp.
Newspaper in Education. Teacher Activity Book.
Providence Journal Co., R.I.
Pub Date-Sep 78
Note-73p.
Available from-Providence Journal Co., National Institute of Education Office, 75 Fountain St., Providence, RI 02902 ($1.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills, Communication Skills, Elementary Secondary Education, English Instruction, *Learning Activities, Mathematics Instruction, *Newspapers, *Reading Skills, Science Instruction, Social Studies, Teaching Guides, *Teaching Methods, Units of Study

Based on the idea that the daily newspaper can be used to create lessons in basic skills and reading, this guide contains many activities that can be generated from the various sections of a newspaper. The guide presents a list of increasingly sophisticated skills with examples of how each can be achieved by using a newspaper. The activities are intended for use in social studies, English, science, mathematics, career education, and communications skills classes, and each is cross-referenced with the various subject areas. (FL)

ED 206 069 EA 013 806

Grant, Joan

The School Team Approach: Issues in School Change.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-27 Mar 81
Grant-77-NI-99-0012; 78-JN-AX-0016
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *Behavior Change, Behavior Problems, Change Strategies, *Intervention, Program Evaluation, Questionnaires, *School Attitudes, *School Safety, Secondary Education, Secondary School Students, Student Attitudes, *Student Behavior, Student School Relationship, Teacher Attitudes
Identifiers-School Team Approach

An evaluation of the effectiveness of the School Team Approach for changing perceptions of the school climate and the level of victimization in 290 middle, junior high, and high schools used student and teacher questionnaires adapted from those used in the Safe School Study. In pre-intervention tests, students and teachers in middle and junior high schools generally reported higher levels of problems than did their counterparts in high schools. In middle and junior high schools the students' perceptions of danger were related to student-teacher alienation. However, among high school students and among teachers at all secondary levels, perceptions of danger were related to the character of the neighborhood in which their schools were located. Evaluation of the interventions indicated that the objectives of the team program were more important in determining outcomes than

ED 206 177 FL 012 481

Shohamy, Elana
The Stability of Oral Proficiency Assessment on the Oral Interview Testing Procedures.
Pub Date-81
Note-37p.; Paper presented at the Colloquium on Validation of Oral Proficiency Tests (3rd, Ann Arbor, MI, 1981) and at the TESOL Convention (Detroit, MI, March 3-8, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication Skills, Correlation, Hebrew, *Language Proficiency, Language Styles, Language Usage, Language Variation, Second Language Instruction, *Second Language Learning, Semitic Languages, Social Environment, *Speech Skills, *Testing, Test Reliability, Test Validity
Identifiers-Foreign Service Institute DC

While the goal of language teaching has been the development of practical communication, most language tests have stressed mastery of discrete linguistic skills. Oral language performance-based testing requires test-takers to use and perform in the language in actual communicative situations. The variations in communication created by the interaction between language and social setting have direct implications for testing oral communication. The extent to which communication variations manifest themselves in testing situations and the extent to which the assessment of oral proficiency is affected by these variations is unclear. A study was undertaken to determine the stability of the assessment of oral proficiency through four oral interview tests. Each oral interview was administered on different occasions by different interviewers, using different speech styles and topics. There was little effect on communication scores due to the variance of occasion or

ED 205 707 CE 029 671

Brown, Don A., Ed.

Handbook for Organizing and Managing Literacy Programs for Adults. A Resource for Those Concerned with Effective Organization and Management of Adult Literacy Programs.

National Inst. for Advanced Studies, Washington, D.C.

Pub Date-Feb 79

Note-114p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.50).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education, *Adult Literacy, *Adult Students, Basic Skills, Curriculum, Dropout Prevention, Evaluation Methods, Inservice Teacher Education, Instructional Materials, *Literacy Education, *Program Administration, *Program Content, *Program Development, Program Evaluation, Program Implementation, Public Relations, Reading Instruction, Student Evaluation, Student Recruitment, Teacher Recruitment, Teaching Methods

This guide is a resource both for organizing and for managing adult

ED 205 724 CE 029 698

Lund, Brishkai McGechaen, Sandy
CE Programmer's Manual.
British Columbia Univ., Vancouver. Center for Continuing Education.
Spons Agency-British Columbia Dept. of Education, Victoria. Continuing Education Div.
Pub Date-81
Note-155p.; Best copy available.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Continuing Education, Course Evaluation, Curriculum Development, *Educational Planning, Job Skills, Needs Assessment, *Personnel Management, Program Administration, *Program Development, *Program Evaluation, Program Guides, Program Implementation, Publicity, Public Relations, Self Evaluation (Individuals)

Designed as a reference guide for continuing education planners, this manual provides basic information about the process of developing and delivering programs and courses. Material is organized to match job skills described in the systematic approach called DACUM Designing a

ED 205 833 CG 015 261

Hansen, L. Sunny And Others

Project BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development, Secondary Level.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-80

Grant-565AH70023

Note-550p.; For related documents, see CG 015 259-273, ED 193 591-596 and ED 150 493-495.

Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160.

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Career Choice, *Career Development, Change Strategies, Group Dynamics, *Intervention, Resource Materials, School Personnel, Secondary Education, *Sex Role, *Sex Stereotypes, *Socialization, *Training Methods, Workshops

Identifiers-*Project BORN FREE

ED 205 854 CG 015 345

Puffert, Miriam Torvik

Teenage Parents: An Educational Program for Intervention.

Pub Date-Jun 79
Note-36p.; Paper presented at the Conference of the Western School Age Parent (Portland, OR, June 20-23, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Crisis Intervention, *Educational Counseling, Family Programs, *Group Counseling, Models, *Parenthood Education, *Parent Role, *Pregnant Students, Program Descriptions, Secondary Education, Self Esteem, Social Services, Student Needs, Youth Problems

This model describes an educational intervention program, designed to meet the special needs of pregnant and parent teenagers by helping students to develop skills in optimal functioning and self-awareness and to build responsibility in fulfilling a new role. The program components deal with vocational and family life education to learn about living

ED 205 941 CS 006 256

Neuman, Susan B.

The Effects of Television Viewing on Reading Behavior.

Pub Date-81

Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Intermediate Grades, Media Research, *Reading Achievement, *Reading Habits, *Recreational Reading, *Television Viewing

A study examined the relationship between television viewing and reading behavior within a sample of 198 fourth, fifth, and sixth grade students: specifically, whether the amount and specific content of television being viewed affected reading achievement and leisure reading patterns. Intelligence and reading achievement scores of each participant in the study were obtained through student files with

ED 206 007 CS 206 567

Yinger, Robert J. And Others

Selecting Instructional Activities: A Policy-Capturing Analysis.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-IRT-RS-103
Pub Date-Jul 81
Contract-400-76-0073
Note-29p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State Univ., East Lansing, MI 48824 ($2.50).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Decision Making, Decision Making Skills, Educational Research, Elementary School Teachers, *Evaluation

ED 206 049 EA 013 767

Williams, Patricia A. And Others
The Impact of Leisure-Time Television on School Learning: A Research Synthesis (Preliminary Version).
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-678-0090
Note-53p.; This document is Part M of a compilation entitled Generalized Theory of Design and Analysis of Educational-Effectiveness Research.'' For related documents, see EA 013 759-761, EA 013 763-766, ED 168 714, ED 185 064, and EJ 210 984.
Pub Type- Reports Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Analysis of Variance, Data Analysis, Elementary Secondary Education, Leisure Time, Television Research, *Television Viewing

A review of 23 studies, including doctoral dissertations, statewide assessments, national surveys, journal articles, technical reports, books, and unpublished papers, sought to integrate empirical findings concerning the impact of leisure time television viewing on student achievement in grades K through 12. For each study, the reviewers coded

ED 206 156 FL 012 353

Klinck, Patricia A.

Evaluation of the Immersion Weekends. French Centre, University of Calgary 1980-81.

Pub Date-Apr 81

Note-39p.; For related documents see FL 012 350 and ED 201 178.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Second Language Programs, Communicative Competence (Languages), Cultural Education, *Enrichment Activities, Extracurricular Activities, *Formative Evaluation, *French, Higher Education, *Immersion Programs, Native Speakers, *Weekend Programs

Identifiers-*University of Calgary (Canada)

A formative evaluation was made of immersion weekends sponsored by the French center to determine how improvements in the role of monitors can enhance the oral production of students. Two weekends were observed and some in-service training with evaluator and monitors was held between the weekends. Three instruments were used to categorize and systematize the observations: (1) a chart for observing non-verbal action, (2) a chart for evaluating question techniques, and (3) classification of corrections. Observation was done within the following framework: (1) how monitors fostered good rapport with students, (2) the nature of the

ED 205 898 CS 006 192

Hirshberg, Jan

Linguistic Judgments and Range of Metalinguistic Awareness of Fourth Graders.

Pub Date-81

Note-21p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language, Grade 4, Intermediate Grades, Language Acquisition, Language Attitudes, *Language Research, *Language Variation, *Linguistic Performance, Linguistics

Identifiers-*Metalinguistics

ED 206 232 HE 014 292

Washburn, David E.

Ethnic Studies in the United States: Higher Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-163p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-American Indian Studies, Arabs, Black Studies, *Cross Cultural Studies, *Cultural Education, Educational Needs, *Educational Supply, *Ethnic Studies, Greek Americans, Higher Education, Italian Americans, Jews, Mexican Americans, *Needs Assessment, North Americans, Program Descriptions, Program Design, Puerto Ricans, Validity
Identifiers-European Studies, Irish Americans, Slavs, United States

In an effort to determine the state-of-the-art of ethnic studies in U.S. higher education, 3,038 postsecondary institutions in the United States and outlying areas were surveyed during the 1977-78 academic year. The study sought information about which schools have programs; which ethnic groups were studied; the number and nature of the courses offered; whether majors, minors, concentrations, degrees and/or certificates are offered; how long the programs have been in operation; how many students participate in the programs; which academic disciplines are represented; the nature and extent of community involvement in the programs; and the locally produced materials developed for the programs. Ethnic studies reported include: African American Studies; Hispanic American Studies; Mexican American Studies; Native American Studies; European American Studies; Asian American Studies; Jewish American Studies; Puerto Rican Studies; Slavic American Studies; Italian American Studies; Irish American Studies; Greek American Studies; and Arab American Studies. Among the results cited are the following: 439 schools provide over 99,200 students, a total of 8,805 courses on 62 ethnic groups, 316 undergraduate majors, 283 undergraduate minors, 58 graduate majors, 31 graduate minors, 94 associate's degrees, 240 bachelor's degrees, 86 master's degrees, 20 doctoral degrees, and 159 certificates; the average program has been in operation for seven years and serves 342 students, and the schools with ethnic studies programs are located in 48 states and the District of Columbia with the largest numbers in California, New York, Ohio, Pennsylvania, and Washington. It is concluded that for the United States to adequately prepare citizens for responsible participation in a complex culturally pluralistic society and a multicultural world, ethnic studies should be represented in general education. (LC)

cost of a matching-gift program, employee eligibility and average contribution, retiree eligibility and average contribution, donor company contribution patterns, participation promotion, recipient colleges, institution eligibility, gift minimums and maximums, matching ratios, and matching securities, real estate, insurance premiums, life income arrangements, bequests, and other gifts. Names of 117 companies that match gifts to education at more than one-to-one and names of 105 companies that match to education and other causes are appended. (CC)

television, had three component parts: (1) a series of focus group interviews; (2) a telephone survey of 1300 adult Americans in order to ask the public directly about their predominant concerns; and (3) a series of personal interviews with experts in a variety of broadcasting, educational, and social-science related fields to obtain an analytic perspective on the direction in which television programming should move. Divided into five sections, the report initially provides an overview to the problem being addressed, the background of the study, and research objectives. Additional chapters present the methodology employed for each of the three study components, the findings from each of these efforts, and some recommendations for future educational television programming. (Author/MER)

ED 206 292 IR 009 590

Duchesne, R. M. And Others

Overview of Computerized Library Networking in Canada. Canadian Computerized Bibliographic Centre Study Background Paper. 1979-05-10.

National Library of Canada, Ottawa (Ontario).

Report No.-ISBN-0-662-10901-5

Pub Date-May 79

Note-96p.

Available from-Canadian Minister of Supply and Services, Ottawa, Ontario, Canada (Cat. No. SN3-135/1980E).

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Databases, Foreign Countries, *Information Centers, *Information Networks, Information Retrieval, Information Systems, Library Automation, *Library Networks, Library Technical Processes, National Libraries, *Online Systems, Research Reports

Identifiers-*Canada

Conducted to review the present status of computerized bibliographic centers in Canada and to report on the most effective means of promoting computerized library network development in that country, this study summary of the findings of seven substudies (1) describes the salient features of 20 Canadian and United States centers; (2) reviews major options relating to the development of a computerized national location service system, as well as technological and cost trends bearing on library and information services networking in Canada; (3) summarizes the principal findings and conclusions of three studies dealing with more general aspects of network management and with the funding of network related research and development in Canada; and (4) summarizes the report compiled from externally submitted briefs concerning the role of the National Library of Canada. (FM)

Newspapers of New York State: A Statewide Plan for Bibliographic Control and Preservation. Final Report of the Task Force on Newspaper Bibliography and Preservation.

New York State Education Dept., Albany. Div. of Library Development.
Pub Date-Apr 81
Note-58p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cataloging, Databases, *Microreproduction, *Newspapers, *Preservation, *Programs, Statewide Planning, Surveys
Identifiers-*New York

Underscoring the importance of newspapers as information sources on social and economic history, this report puts forth a statewide plan to catalog and preserve the newspaper files of New York State. The plan proposes the compilation of a statewide bibliography in two states: a preliminary survey to isolate and preserve files in greatest immediate danger of destruction or loss, and a detailed bibliographic survey combining direct on-site examination of files with systematic searching of available bibliographic resources in order to compile a complete bibliographic record for all titles published in the state. Preservation would be accomplished through a comprehensive microfilming program. The report concludes by delineating the respective roles of federal, state, and local agencies, and lists recommendations for action. Appendices provide a list of state reference and research library systems, a sample holdings report form, sample data collection sheets, sample reference cards, and cataloging worksheets. (FM)

Thompson, Merle O'Rourke

A Study of Writing Anxiety: The Effects of Several Classroom Strategies.

Pub Date- 79
Note-11p.; Preliminary statistics in this paper were presented at the Conference on College Composition and Communication (Minneapolis, MN, 1979).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Conventional Instruction, Individualized Instruction, Instructional Innovation, Pretests Posttests, *Student Improvement, *Teaching Methods, Two Year Colleges, *Two Year College Students, *Writing Instruction, Writing Skills
Identifiers-*Writing Anxiety

Five teachers, whose experience and reputations recommended them as successful writing teachers, but who used different methods in their freshman composition course, were asked to test their classes at the beginning and end of the course on writing ability and writing anxiety. The pre- and post-testing was accomplished through a written essay, which was holistically graded by an impartial grader, and through the Thompson Attitude Scale. The instructors varied in their use of a traditional rhetorical (TR) approach, a traditional organic (TO) approach, an individualized personal interview/tutor (IPI) approach, an individualized, self-instructional unit (ISIU) approach, or a language study (LS) approach. The instructors' instructional methods were similar in many ways; for example, all assigned approximately the same amount of written work, all asked for revisions of poorer papers, and none taught grammar. However, with respect to the use of reading models, topic assignment, grading, instructional format, and focus, their approaches varied. The TR, TO, and IPI approaches produced moderate anxiety reduction and moderate writing improvement; the Language Study Approach showed statistically significant reduction in writing anxiety and a significant increase in writing ability; and the ISIU approach showed significant increases in both writing anxiety and ability. The report describes the instructional methods used by each instructor and presents results and conclusions. (AYC)

These guidelines attempt to simplify and standardize a process for assessing vocational education programs in the Maricopa Community College District. After an introductory section outlining the purposes and mandates of such assessments, the paper discusses the roles and responsibilities of the District Task Force and of the Occupational Dean and College Task Force. After noting the resources used in the creation of the assessment instrument, the paper outlines its 12 categories: program planning; program advisory committee; curriculum and instruction; student organization; facilities, equipment, and safety; cooperative education; guidance and counseling; placement and follow-up; staff qualifications and professional development; evaluation; services to special populations; and program support. The next sections describe a data matrix, designed to identify sources of information, and outline the 11 steps recommended by the District Task Force for the implementation of the program evaluation. Finally, the requirements for reports to the district's governing board and to the state department of education are briefly discussed. Appendices provide: (1) the assessment instrument; (2) the data matrix; (3) a proposed evaluation timeline; and (4) a suggested format for the summary report. (AYC) language acquisition on second language acquisition for children 2 years of age or older, vocabulary acquisition, peer influence on language learning, and children's language use in the context of social interaction are explored. Four hypotheses that have been proposed to account for observed differences in children's ability to become bilingual in educational contexts are reviewed. Concluding sections of the paper offer three basic principles which underlie the teaching of a second language to young children and 10 guidelines for teaching second language learners. Directions for future research are indicated. (Author/RH)

ED 206 396 PS 012 366

Peters, R. DeV. Bernfeld, Gary A.

Reflection-Impulsivity and Social Reasoning.

Spons Agency-Ontario Mental Health Foundation, Toronto; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date-May 80
Note-23p.; Portions of this paper were presented at the Biennial Meeting of the Southeastern Conference on Human Development (5th, Atlanta, GA, April, 1978) and the Waterloo Conference on Child Development (Waterloo, Ontario, Canada, May, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Cognitive Style, Comparative Analysis, *Conceptual Tempo, *Decision Making, Elementary Education, *Elementary School Students, Foreign Countries, Grade 1, Grade 2, Males, Personality Traits, Problem Solving, *Reaction Time, *Social Behavior, Student Behavior
Identifiers-Canada, Matching Familiar Figures Test (Kagan), *Social Reasoning

The major purpose of this study was to assess the degree to which cognitive style, as indexed by the Matching Familiar Figures Test (MFFT), is related to the way in which children respond to problems with social or interpersonal content. Fifty-two reflective and 64 impulsive first- and second-grade boys were presented with a number of stories in which one of the characters was faced with a decision as to how to react to other people in a variety of conflict situations. A number of different types of responses were presented to each child who was required to select the one he considered most appropriate. To further examine the relationship between cognitive style and various social behaviors and personality characteristics, a teacher-rating scale was completed by the subjects' teachers (N 13). Each child was rated on six different dimensions of classroom behavior: aggression, need achievement, anxiety, academic disability, isolation, and extraversion. Results indicated that the impulsive boys consistently responded more quickly than did the reflectives. Also, the impulsives considered yielding to be an appropriate response to social conflict more frequently than did the reflectives, while the reflectives viewed assertive behavior or direct confrontation to be more appropriate than did the impulsives. Teacher ratings on Miller's (1972) School Behavior Checklist yielded no differences between the two cognitive style groups on any of the six classroom behavior measures. (Author/MP)

ED 206 416 PS 012 417

Greenauer, Michael Lindauer, Martin S.

Physiognomic Perception of Positive and Negative Stimuli Among Pre-School Children.

Pub Date- 79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creativity, Emotional Experience, *Perception, *Pictorial Stimuli, *Preschool Children
Identifiers-Affect Concepts, *Facial Expressions, *Physiognomic Perception

Five- to six-year-old children were fairly consistently able to match stick figures and abstract linear configurations representative of positive emotions (peacefulness, happiness, excitement, desire) but could not as consistently pair stick figures and abstract configurations representative of negative emotions (sadness, upset, cruelty, rage). Eighteen children, who were attending an urban day care center, nearly equally representing sex and race, participated in the study. In individual tests, three stimuli at a time were shown: two stick figures representing two different emotions flanked an abstract configuration which had been judged by college students as representing the emotion portrayed by one of the two stick figures. The child's task was to identify the stick figure who could have drawn the abstract configuration. The choice made by the child, as well as the position and order of the stimuli chosen, was recorded. Additionally, the relationship between the number of correct matches made by the child and teacher ratings of the child's creativity was examined. When the data for the pairs of stimuli were grouped into positive and negative affective categories, the difference between the number of correct responses in the two categories reached statistical significance at the .05 level. The creativity scores did not correlate with the correct matching score. (Author/RH)

ED 206 433 RC 012 889

ESEA Title I Migrant. Final Technical Report. Publication 80.40.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-30 Jun 81
Note-550p.; Some pages may be marginally legible due to small print size. For a related document, see ED 179 324.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Hispanic Americans, *Measurement Techniques, *Migrant Education, Program Effectiveness, *Program Evaluation, Questionnaires, Reading Readiness Tests, Records (Forms), Scores, Spanish Speaking, Test Interpretation
Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title I, Migrant Student Record Transfer System, Texas (Austin)

Data from 24 instruments used to evaluate the 1980-81 ESEA Title I Migrant program in the Austin (Texas) Independent School District are presented. A separate section for each instrument includes a description of purpose; procedures and results; and, where appropriate, relevant communications, instructions and statistical data. Summaries describe each instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity and norm data. The instruments used are the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Iowa Tests of Basic Skills, California Achievement Tests (1970 and 1977), Sequential Tests of Educational Progress, Migrant Teacher Interview, Levels of Use Interview, Migrant Teacher Questionnaire, Migrant Nurse Interview (Fall and Spring), Migrant Parental Involvement Specialist and Community Representative Interview, Migrant Coordinator and Migrant Student Record Transfer System (MSRTS) Clerk Interview (Fall and Spring), Early Childhood Coordinator Interview (Fall and Spring), Pre-Kindergarten Longitudinal File, Pre-Kindergarten Observations, Migrant Student Master File, Migrant Student Attendance Form, Parental Advisory Council (PAC) Data, Migrant Clothing Requests Form, Migrant Clothing Purchase Form, Health Services Form, Medical Expenses Form, MSRTS Records, and MSRTS Questionnaire. (NEC)

ED 206 452 SE 035 476

Suydam, Marilyn N., Ed.

Reference Bulletins from the Calculator Information Center. Bulletins 25-28.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-81
Contract-400-80-0007
Note-25p.; For related document, see ED 167 426.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Calculators, Educational Research, Educational Technology, Elementary Secondary Education, Higher Education, Literature Reviews, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Postsecondary Education, *Reference Materials
Identifiers-*Mathematics Education Research

These four bulletins are each a compilation of references on Activities, Research, and Other Topics Related to Calculator Use. They were originally published at intervals to provide teachers and other interested individuals with sources of information about calculators pertinent to education. Bulletins cover the following subject areas: (1) activities for students, K-12; (2) research reports, K-12; (3) miscellaneous concerns; (4) references at the college and other postsecondary levels; (5) selecting calculators; and (6) curriculum suggestions, K-12. Most of the references cited in each bulletin include annotations. (MP)

cost-effectiveness analysis, basic assessment procedures, and the role of citizens in the analysis of alternatives. A supplementary audiovisual program is available. These materials are part of the Working for Clean Water Project which is intended to help citizen advisory groups improve decision making in water quality planning. (Author/WB)

ED 206 502 SE 035 595

Booklists for the Teaching of Mathematics in Schools: Applications of Mathematics (Ref: APP).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-13p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, *Mathematical Applications, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that focus on Mathematical Applications. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP) current participation patterns and that historical participation levels are the best predictors of future participation. The document concludes with an appendix which contains a table of contents, a list of tables, and a sample of the questionnaire. (DB)

I consists of suggestions for conducting an election at different grade levels. All of the elections involve real choices that affect the student (e.g. choice of ice cream flavor or other treat for a class party, or the destination for a class outing). Part of the lesson to be learned is that voting is something you should do because the results of elections affect your life. Parts II and III of the booklet contain many activities and suggestions that can be used in connection with the election at any grade level. All student materials are included and can be duplicated. The teacher is expected to choose and combine those that seem appropriate. For example, children listen to and discuss stories which demonstrate voting as choosing. In another activity the students make campaign materials including posters, buttons, and slogans. Students draft a letter to the candidates campaign headquarters, arrange an attractive bulletin board for their candidate, participate in debates, set up polling places, build a voting booth and fill out crossword puzzles. (Author/RM) compare two images simultaneously, the inability to interrupt the search, and the limited range of material on the system. Overall, the system was viewed favorable, subject to improvements and modifications. (Author/RM)

ED 206 585 SP 018 696

Drowatzky, John N.

Instructional Liability in Physical Education Teacher Education.

Pub Date-Dec 80
Note-12p.; Paper presented at the Ohio Association of Health, Physical Education and Recreation (December 5, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, Contracts, Court Litigation, *Educational Malpractice, *Educational Responsibility, Federal Legislation, Legal Problems, *Legal Responsibility, Mainstreaming, Physical Education, State Legislation, *Student Rights, Teacher Education, *Teacher Responsibility, Torts

A summary is presented of some of the ways that judicial decisions and laws have an impact on higher education and on public education. The sources of legal obligation that impose duties and responsibilities on teachers are discussed. These are: common law, contractual obligations, state laws, and federal laws. The legal definitions are given of liability, negligence, informed consent, injunctive relief, tort liability, and strict tort. In a discussion of educational malpractice, several court decisions are cited to illustrate the legal interpretation of the term. The legal ramifications of Public Law 94-142, Education for the Handicapped Act, are examined. The rights of students to free association and privacy are considered as they affect the rights and obligations of an educational institution and faculty. (JD)

use of evaluative criteria. The findings obtained from the survey are analyzed. (JD) dynamics, work and energy, linear momentum, oscillations, gravity and Kepler's law, waves, light-reflection and refraction, light-interference diffraction and spectra, models of light, kinetic theory of gases, static charges, electric field and potential difference, current electricity, the magnetic field, induced emf, atomic physics, and quantum physics. (BW)

ED 206 651 TM 810 541

Gilbert, John K. And Others

Eliciting Student Views Using an Interview-About-Instances Technique.

Pub Date-Apr 81
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Measurement, *Concept Formation, Elementary Secondary Education, Foreign Countries, *Interviews, *Measures (Individuals), Scientific Concepts, *Scientific Literacy, Test Reliability, Test Validity, *Visual Aids, Vocabulary Skills
Identifiers-*Learning in Science Project, New Zealand, United Kingdom

An exposition is made of a method to elicit students' comprehension of the meaning of words commonly used in science, which may be influential in determining what they learn. The method's aim is to elucidate features in students' understanding of childrens' science (that found before formal teaching of science), student science (that found after formal teaching of science) and scientists' science (the consensus found among the community of scientists). The Interviewing-About-Instances Technique, which invites the subject to classify examples depicted as line drawings on cards, as instances or non-instances of a word, e.g. work, electric current, force, living, and to explain the reasons for each classification, is outlined. Guidelines for the planning of such a method and the designing of materials are given. The interview technique is based on a non-evaluative researcher orientation and seeks an elaborative reflective approach which seeks flexibility in use across age groups, in allowing reference back to earlier discussion, and in the analysis of unexpected comments. Techniques for the transcription, condensation and analysis of data, and for checking the representativeness of data are described. Also presented are outcomes of using the technique, illustrated by examples. (Author/AEF)

ED 206 671 TM 810 566

Folsom, Ralph E., Jr.

National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.

Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-RTI-25U-796-5
Pub Date-Apr 77
Contract-OEC-0-74-0506
Note-100p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, *Research Methodology, *Research Problems, *Sampling, Statistical Bias, Testing Programs
Identifiers-*National Assessment of Educational Progress, *Sampling Error

Beginning with the planning stages of the National Assessment of Educational Progress (NAEP), careful attention has been given to the design of efficient probability sampling methods for the selection of class-age respondents and the assignment of test packages. With these methods, it is possible for NAEP researchers to make relatively precise statements about population characteristics on the basis of fairly small samples. The purpose of this monograph is to describe what is meant by relatively precise statements about population characteristics and to show how NAEP sample data are being used to gauge the accuracy of reported results. The levels of precision for Year 01 and 02 were compared, and the overall precision was improved in Year 02. The sampling error methodology developed for the Year 02 sample was applied to calculate Year 03 and 04 sampling errors. A major redesign of NAEP's primary sample was initiated for the Year 05 assessment. The Year 06 (1974-75) NAEP in-school primary sample was an independent replicate of the Year 05 sample selected from the deeply stratified primary unit frame developed for the 1973-74 survey. Four non-overlapping samples were to be used successively for Years 07 through 10. Primary type of information provided by report: Procedures (Sampling) (Evaluation). (BW)

ED 206 691 TM 810 590

Mayer, Richard E.

Twenty Years of Research on Advance Organizers. Technical Report Series in Learning and Cognition. Report No. 79-1.

California Univ., Santa Barbara. Dept. of Psychology.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 79

Grant-NSF-SED-77-19875

Note-71p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Aptitude, *Advance Organizers, Educational Research, Elementary Secondary Education, Higher Education, Knowledge Level, Learning Processes, Literature Reviews, Retention (Psychology), Transfer of Training

Fourty-four published research studies involving advance organizers were reviewed. Twenty-seven studies included an advance organizer vs. a control group (standard advance organizer study) and 17 studies included an advance organizer vs. a post-organizer group (modified advance organizer study). Results of the studies were compared to the predictions of several theories. In addition, four specific predictions of assimilation theory were evaluated: that advance organizers should have a stronger effect for poorly organized text than well organized text, that advance organizers should have a stronger positive effect for learners lacking pre-requisite knowledge, that advance organizers should have a stronger effect for learners lacking pre-requisite abilities, and that advance organizers should have an especially strong effect on measures of transfer rather than retention. (Author)

was administered as a pretest and posttest to more than 300 grade 7 students. Appended to the test sample are the resulting reliability (standardized Alpha) estimates which range between .65 and .73, and a specification table which lists the number of items testing knowledge or recall and comprehension for each concept. (Author/AEF)

ED 206 733 TM 810 662

McKinley, Robert L. Reckase, Mark D.

A Comparison of a Bayesian and a Maximum Likelihood Tailored Testing Procedure.

Missouri Univ., Columbia. Tailored Testing Research Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-TTRL-RR-81-2

Pub Date-Jun 81

Contract-N00014-77-C-0097

Note-65p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability, *Bayesian Statistics, *Comparative Analysis, Higher Education, Latent Trait Theory, Mathematical Models, *Maximum Likelihood Statistics, *Test Construction, Test Items, Test Reliability, Verbal Ability

Identifiers-School and College Ability Tests, *Tailored Testing, Test Length

A study was conducted to compare tailored testing procedures based on a Bayesian ability estimation technique and on a maximum likelihood ability estimation technique. The Bayesian tailored testing procedure selected items so as to minimize the posterior variance of the ability estimate distribution, while the maximum likelihood tailored testing procedure selected items so as to maximize the item information for the current ability estimate. Results of the analyses for the two procedures indicated that the optimal test length of Bayesian procedure was 14 items, while the optimal test length of the maximum likelihood procedure was 12 items. No difference was found between the procedures in terms of the reliability of the ability estimates. The Bayesian procedure yielded greater mean total test information than the maximum likelihood. The goodness of fit comparison indicated that the Bayesian procedure yielded poorer fit of the 3PL model to the data than did the maximum likelihood procedure. It was concluded that for large scale tailored testing, a maximum likelihood tailored testing procedure with item selection based on information is the procedure of choice. (Author/GK)

ED 206 754 UD 021 570

Morgan, Lynn Angel

The Hispanic Female Head-of-Household: Limitations on Access to Social Services. Stage 1 Report. Draft.

Puerto Rican Legal Defense and Education Fund, Inc., New York, N.Y.
Pub Date-Feb 81
Note-77p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Services, *Females, *Heads of Households, *Hispanic Americans, Human Services, One Parent Family, *Research Methodology, *Social Services, Welfare Services
Identifiers-New York (New York)

This report details the progress and findings of the first stage of research on Hispanic female heads-of-households and their access to social services. The report begins with a statistical portrait of Hispanic female heads-of-households, particularly those who live in New York City. The discussion follows and reviews the debate over welfare payments. An overview of scholarly literature relative to the delivery and utilization of social services is presented. The report then reviews the study's analysis of relevant social service providers, including large public organizations and community based agencies which serve Hispanic populations. Methods for the next research stage are then described. Organizational and cultural impediments to service use, a list of barriers to access to social services, and a few case studies are presented in the conclusion of the report. (Author/APM)

ED 206 776 UD 021 639

Amlung, Susan, Ed.

Help Wanted: A Management Study of Public Vocational Education in New York City.

Educational Priorities Panel, New York, N.Y.
Pub Date-Jul 80
Note-184p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrative Organization, *Administrator Evaluation, Career Awareness, Cooperative Education, *Educational Finance, Education Work Relationship, Government School Relationship, Job Placement, Program Evaluation, School Business Relationship, Secondary Education, *Trade and Industrial Education, *Vocational Education, Vocational Education Teachers, Work Experience Programs
Identifiers-Comprehensive Employment and Training Act, *New York City Board of Education

This management study of public vocational education in New York City evaluates the delivery of effective programs to students. The first section outlines the goals and methodology of the study and the structure of the vocational education system. The second section discusses administrative difficulties which cause students to have problems with placement, program procedures, and preparation for employment. Section three analyzes the central administration of the vocational education system, and focuses on the lack of administrative coordination between the Center for Career and Occupational Education and High School Division and other units at the Central Board. Duplication of fiscal functions, budgeting, curriculum development and review, and teacher recruitment and retention are also discussed in this section. The fourth section analyzes intergovernmental issues involving Comprehensive Employment and Training Act programs, Youth Employment Training Programs, and the State Department of Education. In section five program and programmatic issues such as supplementary instructional programs, work experience programs, model programs, equipment improvement, and student follow up procedures are studied. Section six discusses relationships with community colleges and potential employers. A summary, tables, and appendices conclude the report. (APM)

and harassing those who do not agree with his policies. The consequences of this struggle between pro- and anti-Marcos groups, precipitated by the Marcos government, will destroy the ethnic unity needed for minority mobility in the United States. (Author/APM)

The Report of the Preliminary Investigation of the Quality of Education, University of Florida.

University of Florida, Gainesville. Student Government.
Pub Date- 81
Note-109p.
Available from-University of Florida Student Government Department of Education, 305 J. Wayne Reitz Union, University of Florida, Gainesville, FL 32611.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accrediting Agencies, College Curriculum, College Environment, College Faculty, *College Role, College Students, Educational Objectives, *Educational Quality, Evaluation Criteria, Governance, Higher Education, Institutional Research, Needs Assessment, Policy Formation, School Surveys, *State Universities, *Student Attitudes, Student Evaluation of Teacher Performance, *Teacher Attitudes, Teacher Qualifications, Teaching Methods
Identifiers-*University of Florida

The need for a comprehensive evaluation of the quality of education at the University of Florida, Gainesville, was investigated by the Student Government Department of Education during fall quarter 1979 and winter quarter 1980. Twelve areas were examined: The Southern Association of Colleges and Schools, evaluations by professional associations, student evaluations, other evaluation criteria, institutional goals, faculty, students, teaching methods, curriculum, academic advisement, policy-making, and learning atmosphere. Eighty-eight percent of the students polled believed that there is a need for a comprehensive evaluation of the quality of education at the university, and 68 percent of the faculty polled believed that there is such a need. Observations were targeted on the College of Liberal Arts and Sciences, education, journalism and communications, and business administration. Original survey objectives were to obtain responses from seven campus groups regarding the need for an evaluation: the student senate, the faculty senate, the administration, college councils, area governments, relevant student organizations, and fraternities and sororities. Due to various problems, only the student and faculty polls were conducted. Among the specific areas that were investigated were the following: the type of evaluation the Southern Association of Colleges and Schools would make at the Unviersity of Florida; the role of professional associations in evaluating programs at the University; the use made of student evaluations of faculty and different types of student evaluations; goals of the university in terms of research, teaching, and service; ratings of the importance of specific teacher qualifications/skills; the extent of sexual harassment of students by faculty; and views on the student attrition. Specific comments of respondents are included. (SW)

ED 206 269   IR 009 450

A History of the POWERHOUSE Evaluation.

Audience Profile Services, Inc., Washington, D.C.; Educational Film Center, Springfield, Va.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Nov 80

Note-178p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Children, Childrens Television, *Educational Television, *Evaluation Methods, Formative Evaluation, *Health Education, Interviews, Literature Reviews, *Motivation Techniques, Production Techniques, *Programing (Broadcast)

Identifiers-*Powerhouse (Television Series)

This report describes the evaluation activities associated with the development and production of POWERHOUSE, a motivational television series designed to help 8- to 12-year-old children take active, personal responsibility for their own health and well being. The evaluation of POWERHOUSE was divided into two major sections: the Writers' Notebook and original formative research. The Notebook consisted of a literature review and analysis. The first task accomplished by the original research was to establish the health knowledge information base that target age children would bring to their viewing of the series. Focus-interviews with children and follow-up questionnaires, using a larger sample, provided information on knowledge of drugs, sex, body systems, and general health and nutrition. The next evaluation procedure was to assess the reactions of children, teachers, and youth leaders to narrative versions of three different scripts. At the same time that the script treatments were tested, pictures and brief character descriptions of potential series regulars were also evaluated. In November of 1980, a market test of the pilot series was conducted in a representative demographic market, Toledo, Ohio. An 85-item bibliography is attached. (Author/LLS)

ED 206 377 PS 012 319

Deci, Edward L. Ryan, Richard M.
Curiosity and Self-Directed Learning: The Role of Motivation in Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-81
Grant-400-78-0008; NSF-BSN-8018628
Note-24p.; To be published as a chapter in Current Topics in Early Childhood Education,'' Volume IV, 1982. Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type- Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, *Contingency Management, Early Childhood Education, Feedback, Literature Reviews, *Rewards, *Student Motivation, *Student Teacher Relationship, Teacher Motivation
Identifiers-Autonomy (Personal), Choice Behavior, Extrinsic Motivation, *Intrinsic Motivation

Theoretical propositions and research findings concerning children's motivation to learn are discussed and implications for early childhood education are indicated. The discussion begins by defining and illustrating the motivational states of intrinsic motivation, extrinsic motivation, and amotivation. Problems of structuring interaction between teachers and students to promote intrinsically motivated learning are considered. Next, lines of research revealing the human need to understand reward contingencies as well as research indicating factors (such as extrinsic rewards, externally imposed controls, and negative feedback) that diminish intrinsic motivation are reviewed. Factors such as choice and positive competence feedback that tend to foster intrinsic motivation are also discussed. Special emphasis is subsequently given to additional studies revealing (1) effect of rewards and communications on intrinsic motivation to be dependent on whether they are interpreted by recipients as primarily informational or controlling, and (2) differences in achievement and motivation between active and passive learners. In conclusion, problems such as the work conditions in schools that undermine teacher's intrinsic motivation and the curriculum standardized for accountability associated with creating classroom programs characterized by intrinsic motivation, informational contingencies, and autonomous learning are pointed out. (Author/RH)

ED 206 477 SE 035 552

Buskirk, E. Drannon, Jr.

Environmental Assessment. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-30p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, *Environmental Influences, Nonschool Educational Programs, *Planning, Postsecondary Education, Science Education, *Waste Disposal, Water Resources

Identifiers-Environmental Assessment Technique, *Waste Water Treatment

Described is an hour-long learning session on environmental assessment that is designed to help citizen advisory groups improve decision making in water quality planning. The instructor's guide addresses: (1) environmental considerations in water quality planning, and (2) the identification of primary and secondary impacts of wastewater projects. A supplementary aduiovisual program is available. These materials are part of the Working for Clean Water Project. (Author/WB)

ED 206 524 SO 013 534

Adams, Ray And Others

By the People: A Series on the American Political Process for Secondary Students.

Children's Television International, Inc., Springfield, Va.

Spons Agency-New York State Education Dept. , Albany. Bureau of Mass Communications.

Pub Date-80

Note-28p.; Best copy available.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Concept Teaching, Conflict Resolution, Decision Making, Individual Power, Information Utilization, Instructional Materials, Learning Activities, Legal Aid, *Political Attitudes, *Political Socialization, *Politics, Public Agencies, Relevance (Education), Secondary Education, Simulation, *Social Studies, *Student Role, Teaching Guides, Teaching Methods, Voting

This teacher's guide is designed to accompany a series of sixteen 15-minute television programs titled By the People.'' The program's objective is to motivate high school students to appreciate the role they can play in their nation's political process. Content of the 16 lesson plans parallels the television material and includes the following topics: politics and conflict, politics and the individual, acquiring and evaluating information, making judgments and decisions, choosing and supporting a candidate, voting, influencing political decisions, groups and the political process, and using legal assistance and government agencies. Each lesson plan identifies key concepts, student objectives, a synopsis of the related television program, vocabulary, discussion questions, and simulation and research exercises. The activities help students relate aspects of their daily lives at school and in the community to a broader political environment. (AV)

ED 206 564 SO 013 600

Cordier, Mary Hurlbut, Comp.

ERIC Biliography of Multicultural and Bilingual Education 1976 - April 1981.

Western Michigan Univ., Kalamazoo, Coll. of Education.
Pub Date-81
Note-154p.; Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to fading ink of original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Annotated Bibliographies, *Bilingual Education, Definitions, Elementary Secondary Education, Ethnic Groups, Evaluation, Females, Higher Education, *Multicultural Education, Philosophy, Research, School Desegregation, Teacher Education

This annotated bibliography of ERIC materials is intended as an aid for those involved in designing, planning, and implementing multicultural and bilingual education at all levels. Materials cited appeared in ERIC between 1976 and April 1981. Because of the many similarities of national experiences in multicultural and bilingual education, abstracts of documents about Canadian education have been included. ERIC documents and journal articles are cited. The listing is organized by topics including the following: philosophy, rationale, and definitions; preservice and inservice teacher education; multicultural education project descriptions; research projects; evaluation projects; classroom applications and materials; global education; evaluation of print and nonprint materials; desegregation/integration; women; specific ethnic groups; and bibliographies. (Author/RM)

SP

ED 206 607 SP 018 846

How to Know That You Have Met Federal Teachers Centers Application Criteria: a guidebook providing some indicators of federal criteria.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jan 81
Contract-300-78-0408
Note-19p.; For related documents, see SP 018 841-842 and SP 018 844-848.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Criteria, Federal Programs, Information Dissemination, Professional Personnel, Program Budgeting, *Program Descriptions, *Program Development, Program Evaluation, *Program Proposals, *Proposal Writing, Self Evaluation (Groups), State Standards, *Teacher Centers, Technical Assistance

Guidelines for proposing a federally funded teacher center were developed by the National Teacher Center Resource Center to assist local education agencies and institutions of higher education to complete teacher center program proposals. This manual is designed to assist proposal writers and those providing technical assistance to know when federal criteria have been met adequately. It is not the intent of the guidebook to suggest a format for teacher center proposals. It is hoped, rather, that the suggested'' indicators will spark ideas for proposal improvement and will help writers and technical assistants to see their proposals more objectively. The program proposal evaluation criteria include: (1) plan of operation; (2) quality of key personnel; (3) budget and cost effectiveness; (4) evaluation plan; (5) adequacy of resources; (6) authority of policy board; (7) potential for increasing teacher effectiveness; (8) adequacy of dissemination; (9) size, scope, and duration; (10) potential impact of inservice training; (11) representatives of policy board; and (12) support of new or expanded activities. (Authors/JD)

ED 206 629 TM 810 343

Rudman, Herbert C. And Others

Integrating Assessment with Instruction: A Report.

Pub Date-Apr 81

Note-75p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Evaluation, *Decision Making, Elementary Secondary Education, *Information Utilization, *Inservice Teacher Education, *Material Development, Measurement, Program Implementation, Student Evaluation, Teacher Attitudes, Teacher Workshops

Identifiers-*Data Box, Dependents Schools, *Test Use

The four papers presented in this symposium describe the first year and a half of a two-year study designed to examine and increase the linkage between assessment and instruction in classroom decision-making. The first year of the project was devoted to a review of the literature, development of a taxonomy interrelating measurement concepts essential to instructional decision-making, identifying contexts in which interpretation of measures of learning could be helpful, and examining tangential information related to home environments. The result was the development of The Data Box, and integrated set of materials designed to help teachers investigate the use of assessment data in instructional decision-making and ultimately to increase their own use of assessment data. Pilot data on a field review of The Data Box and data gathered at workshops indicated positive attitudes of teachers toward the Data Box and positive ratings of the workshops. A post-implementation evaluation will be carried out in May 1981. The level of teacher morale and the self-perceived needs of teachers had a great influence on the reception of The Data Box by teachers. (BW)

ED 206 711 TM 810 614

Singh, Balwant Gearhart, E. B.

The Development and Analysis of a Test on Responsibility'' for Middle School Students.

Pub Date-80

Note-17p.; Colored pages may not reproduce clearly.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, *Citizenship Education, Difficulty Level, Grade 7, Intermediate Grades, *Multiple Choice Tests, Pretests Posttests, *Social Studies, Test Items, *Test Reliability

Identifiers-Law in Free Society Project

This fifty item multiple choice test was developed by Portland Public Schools, Maine, to assess middle school students' understanding of the concepts presented in the Responsibility'' unit of the Law in a Free Society'' materials published by the California Bar Association. These materials deal with eight concepts for citizenship training in grades K-12. The test is divided into two parts: items in the first section present hypothetical situations; the second set of items require the student to select the correct matching type for statements or terms. Directions for the test administrator before, during and after the test are provided. The test was administered as a pretest and posttest to more than 600 grade 7 students. Item analysis of these tests indicate that the test was difficult for these students. On pretests the mean score was 16.84 and 13.24 on posttests, and test reliability was .77 on pretests and .79 on posttests. The choices for all the items were selected by students. Several items have negative discrimination indices and several others, though positive, are close to zero. It is recommended that such items be revised before inclusion in subsequent test versions. Test objectives, a table of specifications and pretest and posttest results are appended. (Author/AEF)

ED 206 359 JC 810 506

Kurtz, Ivan G.

International Education in a Pluralistic Society.

Pub Date-12 Apr 81

Note-12p.; Paper presented at the 1981 Central Region Seminar of the Association of Community College Trustees, Community Colleges Lifeboats for the Future'' (Osage Beach, MO, April 12-14, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Educational Benefits, *Foreign Students, Program Administration, *Student College Relationship, *Student Problems, Two Year Colleges, *Two Year College Students

Internationalizing the community college can broaden the educational experience and development of every student in the college. The village intimacy that 25 years ago was possible only in a small town has now expanded to encompass the entire globe, and one of the principal tasks of an educational institution is to prepare students to function productively in this global village.'' By welcoming foreign students on campus, the college can introduce students to the many cultural and social differences which exist in the world at their everyday doorsteps and make them aware of their own frame of reference and cultural orientation. Examples are plentiful of how foreign students can touch the lives of faculty, students, and community members who are willing to open their hearts. Unfortunately, it often happens that our exposure to cultural differences is limited to frustrating negative experiences which arise when certain behavior is expected and the foreign student does not behave as expected. The international student too has negative experiences and bears many intellectual, emotional, and cultural assumptions to which instructors and fellow students must be sensitive. The greatest barrier of all is language. To counter the ground-swell of dissatisfaction which may arise from these problems, colleges must be committed to internationalization, clearly identify admissions policies, be flexible, and provide English instruction and social orientation. (AYC)

ED 206 503 SE 035 596

Booklists for the Teaching of Mathematics in Schools: History of Mathematics (Ref: HIST).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-12p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, *History, Instructional Materials, Mathematical Applications, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education
Identifiers-*Mathematics History

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that deal with Mathematics History. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 543 SO 013 573

Garza-Lubeck, Maria

Student Perceptions and School Behavior. Ethnographic Training Manual.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 80

Grant-NIE-G-80-0116

Note-61p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Educational Research, *Ethnography, Evaluation, *Evaluation Methods, Interviews, Junior High Schools, Middle Schools, Questioning Techniques, *Student Attitudes, *Student Behavior

This training manual for ethnographic research was developed for use in the Student Perceptions and School Behavior Project. The first part of the manual discusses project objectives and methodology. The major goal of the project was to gain an understanding of how adolescents perceived their world school, home, and community; to analyze the relationship between student perceptions and their school behavior; and to develop guidelines that may be used in programs for prevention and remediation. The participants in the study were groups of Blacks, Mexican Americans, and Anglo students in grades 6-8. Ethnographic interviews, audiovisual vignettes, classroom observations, and measures of the school environment were to be used to generate data. The second part of the manual, which comprises the bulk of the manual, contains tips and discusses techniques for conducting naturalistic inquiry and ethnographic interviews. General techniques for formal interviewing and ways to deal with the silent respondent are explored. Specific skills

essential in naturalistic evaluation listening, observing, questioning, hypothesizing, recapitulating, eliciting specific examples, and probing are discussed. Desirable qualities of naturalistic evaluators are summarized. The manual concludes with a list of do's and don'ts for interviewing and references. (Author/RM)

ED 206 293 IR 009 591

Webster, Duane E. Maruyama, Lenore S.

Ownership and Distribution of Bibliographic Data: Highlights of a Meeting Held by the Library of Congress Network Advisory Committee (March 4-5, 1980). Working Document.

Library of Congress, Washington, D.C. Network Development Office.
Pub Date-Dec 80
Note-19p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cataloging, *Data, *Information Dissemination, Information Networks, Information Systems, Library Cooperation, *Library Networks, Shared Services
Identifiers-Bibliographic Services, *Bibliographic Utilities

Discussions summarized in this report focused on the relationships between individual libraries and the bibliographic utilities, as well as the options available to the library and information communities for preparing, sharing, and gaining access to machine-readable records. Issues discussed fall into three categories: (1) ownership and distribution of bibliographic data, (2) relationships among members of the total information community, and (3) flow of bibliographic data at the international level. Highlights of group discussions and pertinent recommendations are presented. (FM)

ED 206 318 IR 009 631

Prather, James E. Clemons, Michael L.

Results of a Survey of Pullen Library Users. Institutional Research Report No. 81-17.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-Apr 81

Note-45p.; Legibility varies.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, *Attitudes, Bibliographies, Higher Education, Information Needs, Library Research, Library Surveys, *Profiles, Questionnaires, Tables (Data), Use Studies

Identifiers-Library Statistics, *Library Users

This 1980 survey of 3,356 users of the Georgia State University library gathered data on user affiliation, library usage, frequency of usage, perceptions of library adequacy, usage by field of study, and user residential patterns. It was found that over half of the users are undergraduates, 29 percent are graduate students, and 14 percent are not affiliated with the university. University users are more likely to use the library for nonbook-related purposes, with undergraduates using the library heavily for studying. Faculty, staff, and alumni use the library for personal research. The report presents further findings, lists ten references, describes the methodology, reproduces the survey instrument, and summarizes selected verbatim comments. (FM)

ED 206 340 JC 810 446

Johnston, Archie B.

Energy What to Do until the Computer Comes.

Tallahassee Community Coll., Fla.
Pub Date-81
Note-13p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Climate Control, Community Colleges, *Computer Oriented Programs, Costs, *Energy Conservation, *Fuel Consumption, Grants, Staff Utilization, State Aid, Two Year Colleges
Identifiers-*Energy Audits

Drawing from Tallahassee Community College's (TCC's) experiences with energy conservation, this paper offers suggestions for reducing energy costs through computer-controlled systems and other means. After stating the energy problems caused by TCC's multi-zone heating and cooling system, the paper discusses the five-step process by which TCC obtained a State Energy Grant. One of these steps, the preparation of an Energy Audit Report, is described in detail, and the energy problems revealed during the preparation of this report are reviewed. Specifically, the paper looks at the following: TCC's response to federally mandated maximum and minimum settings for room thermostats; the effects of turning off lights, air handling units, and water heaters when not in use; and how the savings in capital outlay funds were offset by physical plant problems. Next, the paper explains how utility company energy consumption charts were used by TCC to identify and minimize peak demand times. The benefits of the computer-controlled system are then enumerated; for example, it freed TCC's physical plant crew to return to maintenance tasks; it reduced the peak energy consumption periods to a minimum; and through the use of line capacitors, it increased the energy efficiency of the college. A checklist of non-computer-related energy conservation activities is followed by a discussion of the possible benefits of cogeneration of energy via a coal-fired furnace. Energy charts are appended. (AYC)

ED 206 417 PS 012 418

Campbell, Stephen N. Henry, Rolando

Sex Differences in Persistence Behavior of Children Ages 11-13.

Pub Date-Aug 81
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Need, Anxiety, *Aspiration, Catholic Schools, Elementary Education, *Elementary School Students, Goal Orientation, Intelligence, *Persistence, Predictive Measurement, *Sex Differences

The relationship of boys' and girls' level of aspiration (LOA), achievement motivation, manifest anxiety, and intelligence to persistence behavior was explored in this study. Forty boys and 40 girls (ages 11-13) from two Catholic schools participated in this study. To measure subjects' persistence and LOA, subjects were given 5 sets of puzzle pieces and were asked to construct geometric forms from them. Although all five puzzles appeared to be solvable, the second, third, and fourth could not be constructed from the puzzle pieces that were available. Persistence was measured as the amount of time the subject spent trying to construct a puzzle on each trial. Before the subjects started to construct a puzzle they were told they could obtain a score as high as 100 or as low as 0 depending on how much of the task they got done. They were then asked what score they would aim for. LOA was measured as the difference between the scores reported to the subject and the level of aspiration for the next trial. The Thematic Apperception Test (TAT), the Children's Manifest Anxiety Scale (CMAS), and the Wechsler Intelligence Scale for Children-Revised (WISC-R) were used to measure subjects' achievement motivation, manifest anxiety, and intelligence, respectively. Significant correlations between persistence and LOA, and between persistence and achievement motivation were found for both sexes. A step-wise regression showed that the combination of LOA and achievement motivation was the best predictor of persistency for both sexes. The combination of LOA and achievement motivation was more crucial in determining persistence behavior for boys than for girls. Results are discussed from a social perspective. (Author/MP)

RC

ED 206 453 SE 035 477

Suydam, Marilyn N., Ed.

Information Bulletins from the Calculator Information Center. Bulletins 8-11.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-81
Contract-400-80-0007
Note-28p.; For related document, see ED 171 574.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Education, *Calculators, Educational Games, Educational Technology, *Elementary School Mathematics, Elementary Secondary Education, Instructional Materials, Learning Activities, Lesson Plans, *Mathematics Instruction, Parent Education, Problem Solving, *Secondary School Mathematics, *Teaching Methods

Four bulletins are presented, each addressing concerns that have arisen as teachers consider the use of calculators or begin to use calculators in their classrooms. Bulletin eight, prepared by Krist, begins with pragmatic suggestions and comments with regard to using calculators as an aid to student learning of secondary mathematics, and describes several learning activities. The ninth bulletin, by Lappan, starts with a letter to parents reagrding the benefits of calculators, and provides activities and educational games suitable for home use with pupils in grades 4-8. Bulletin ten, prepared by Thompson, provides 67 activities grouped into concept development, drill and practice, estimation, and problem solving, that can be completed in about ten minutes. Many can be developed into complete lessons. The eleventh bulletin, by Bestgen, provides 25 activities designed to aid in teaching computation with calculators at the elementary school level. (MP)

ED 206 478 SE 035 553

Buskirk, E. Drannon, Jr. Cole, Charles A.

Facility Planning in the Construction Grants Program. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-25p.; For related documents, see SE 035 551-566 and SE 035 727.
Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Citizen Participation, *Community Planning, *Environmental Education, Federal Aid, Nonschool Educational Programs, Planning, Postsecondary Education, Science Education, *Waste Disposal, *Water Resources
Identifiers-*Waste Water Treatment

Wastewater facility planning is an essential component of the federal construction grants process. Presented in this instructor's guide is a one-hour presentation on facility planning intended for citizen advisory groups. The guide is part of the Working for Clean Water Project, which also includes a supplementary audiovisual presentation. (Author/WB)

ED 206 525 SO 013 537

Smith, Iva A.

Ethnic Studies Methods and Materials for Teacher Training: A Model for Schools of Education.

Michigan Univ., Detroit. Ethnic Heritage Studies Program.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-37p.

Available from-University of Michigan, Ethnic Heritage Studies Program, Rackham Memorial Building, 60 Farnsworth Avenue, Detroit, MI 48202 ($2.00 plus postage).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Education, Cultural Pluralism, Curriculum Evaluation, Elementary Secondary Education, Ethnic Groups, Ethnicity, *Ethnic Studies, Higher Education, Instructional Materials, Minority Groups, *Multicultural Education, Program Descriptions, *Resource Materials, Teacher Education, *Teacher Education Programs, Teaching Methods

Identifiers-Ethnic Heritage Studies Program

Selected teacher resource projects for ethnic studies are identified and reviewed in this document. Developed at 16 educational institutions across the United States, the projects range in focus from general multiethnic education to specific minority groups including Japanese-, Afro-, French-, Polish-, Italian-, Mexican-, and Ozark-Americans, and Yakima Indians. Some focus on ethnic populations within a particular area, such as Chicago. Each project is identified in terms of location and address, project director, program subject, grade level, and subject areas into which materials can be incorporated. Grade levels range from kindergarten through college; most materials were designed for use in elementary and secondary classes. The reviews identify types of materials produced by each project (i.e., teacher's manuals, bibliographies, teaching units, audiovisual or print materials) and describe content and possible applications. (AV)

ED 206 565 SP 017 096

Carter, K. Kenneth And Others

The Northern Kentucky University Program for Assessing the Basic Academic Skills and Personality Characteristics of Teacher Education Candidates.

Pub Date- 80
Note-43p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Admission Criteria, *Education Majors, Higher Education, Interest Inventories, *Minimum Competency Testing, Psychological Testing, Reading Tests, *Schools of Education, *Screening Tests, Speech Tests, Student Characteristics, Writing Skills
Identifiers-*Northern Kentucky University

Northern Kentucky University has implemented a proficiency testing program to screen candidates for admission to the teacher education program. When students are at the sophomore level, four tests are administered: (1) reading proficiency, measured by the Iowa Silent Reading Test; (2) writing proficiency; (3) speech and listening proficiency; and (4) psychological testing of personality characteristics and academic-vocational interests, using the 16 PF, Gordon Personal Profile, Gordon Personal Inventory, and the Strong-Campbell Interest Inventory. Unsatisfactory ratings in the reading, writing, or speech categories require that the student demonstrate interest in remedial work to achieve at least a minimum competency level. If students have unsatisfactory ratings in the psychological tests, they can retest on the same or different tests, and career counseling is advised. The successful implementation of admissions testing requires university-wide commitment, the provision of adequate staff and remedial services, and the establishment of due process for the protection of students and the university. A significant decline in enrollment in the teacher education program is expected. (FG)

ED 206 586 SP 018 711

HJR 43. SJR 2. Final Report to 1982 General Assembly.

Kentucky State Council on Higher Education, Frankfort.; Kentucky State Council on Teacher Education and Certification, Frankfort.; Kentucky State Dept. of Education, Frankfort.

Pub Date-Jun 81

Note-33p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Legislation, Higher Education, Learning Disabilities, *Mainstreaming, Schools of Education, *Special Education Teachers, *State Standards, *Teacher Certification, *Teacher Education Programs, Teaching Skills

Identifiers-*Kentucky

To comply with federal and state laws mandating free and appropriate education for all handicapped children, the Kentucky General Assembly authorized the State Department of Education, the Kentucky Council on Teacher Education and Certification, and the Kentucky Council on Higher Education to study higher education programs and certification requirements for teachers of the learning disabled. This final report contains summaries of findings, a discussion of previous reports on teacher education needs, current course area requirements in ten institutions in Kentucky offering special education programs, and conclusions on providing financial assistance for the preparation of special education teachers. The committee recommends that: (1) the State Board of Education continue to determine appropriate special education teacher qualifications; (2) each teacher education institution continue to evaluate its program requirements; (3) special education teachers certified in other states continue to be recognized by comparable Kentucky certificates; (4) the ability to teach the orthopedically handicapped be removed from the requirements for the learning and behavior disorders certificate; (5) salaries of teachers of exceptional children continue to be consistent with those of regular classroom teachers; and (6) the state requirement for dual certification for learning and behavior disorders be removed, but the option for such a certificate should remain. (FG)

ED 206 608   SP 018 847

Dissemination Resource Manual for State Teacher Center Coordinators.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island
State Board of Education, Providence.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jun 81
Contract-300-78-0408

Note-73p.; For related documents, see SP 018 841-842 and SP 018 844-848.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Contracts, *Coordinators, *Data Bases, Demonstration Programs, Federal Aid, *Information Dissemination, Institutional Cooperation, Linking Agents, Program Descriptions, Research and Development Centers, Resource Allocation, *Resource Materials, State Departments of Education, *Teacher Centers, Validated Programs

This manual was designed to help coordinators to fulfill the responsibility of disseminating information about federally funded teacher centers. The manual provides information about nationwide dissemination programs and resources and gives specific references to contact for assistance in dissemination activities. It contains an overview of the field of dissemination, descriptions of selected national dissemination programs and programs providing technical assistance in dissemination, information regarding sources of funding of teacher centers, lists of specific contracts involved in dissemination, and a glossary of terms. (JD)

Stalford, Charles B.

The Genesis of a Stakeholder Strategy for Evaluation Utilization.

Pub Date-19 Oct 79
Note-11p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Washington, DC, October 19, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods, Evaluators, Federal Programs, *Formative Evaluation, Program Evaluation, *Self Evaluation (Groups)
Identifiers-Conflict of Interest, *Evaluation Utilization, National Institute of Education

Part of a forum on a Federal offices' search for a strategy to gain better evaluation utilization, this paper discusses the strategy's conception. Three categories of educational evaluations, defined by social and structural characteristics of the program environment, are identified: (1) trial evaluations, whose funding is not guaranteed beyond the test period; (2) ongoing program evaluation, which has an audience whose interests in the outcomes may conflict and; (3) continuing evaluation at the school district level. The focus is a paper by Stephen Weiner entitled; Pathology in Institutional Structures for Evaluation and a Possible Cure.'' The major idea posited herein is that an evaluator's potential usefulness and ability to take issue with the aims of evaluation is constrained by organizational, political, and social factors and norms of legitimate evaluator behavior. Weiner's alternative strategy, subsequently utilized by the National Institute of Education in two evaluations, is presented. Based upon an analysis of weaknesses within the structure for government funded evaluations of social programs, the strategy substitutes formative evaluations (commissioned locally by individual programs and responsive to local stakeholder groups or those having vested interests in the outcomes) for the conventional third party evaluation structure. (AEF)

ED 206 692 TM 810 591

Mayer, Richard E.

What Does Educational Research Say About How to Write and Select Statistics Textbooks?

California Univ., Santa Barbara.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Apr 81

Grant-NSF-SED-80-14950

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, Concept Formation, Higher Education, *Material Development, *Statistics, *Textbook Preparation, Textbooks, Textbook Selection

The concern of this paper is with techniques for improving the understandability of statistics textbooks for novices. Understandability is measured by tests of the reader's performance on creative transfer problems that require using text material in novel situations. The focus is primarily on the instructional objective of conceptual understanding. Techniques used for its achievement include: presentation of prerequisite information; use of familiar models and manipulatives; sequencing from familiar-to-formal; incorporating adjunct questions that encourage active processing; using worked out examples to teach strategies; and providing explicit training in representation and categorization of problems. (Author/GK)

ED 206 712 TM 810 615

Marston, Paul T. Zimmerer, Linda K.

The Effect of Using More than One Type of Teacher Observation System in the Same Study.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, *Bias, *Classroom Observation Techniques, Classroom Research, *Data Collection, Elementary Secondary Education, Teacher Behavior, *Test Reliability, Videotape Recordings
Identifiers-Classroom Observation Record, Classroom Observation Scales, *Coding, Flanders System of Interaction Analysis

The multiple use of several classroom observation instruments was investigated to determine its influence upon the way an observer records behavior, since such an influence may cause discrepancies in findings between studies. Twenty-four volunteer students were divided into three groups and trained to use one or more of three classroom observation instruments: the first group was trained to use the low-inference (requires little observer judgment) Flanders System of Interaction Analysis; group 2 was trained to use the high-inference (requiring high observer judgment) Classroom Observation Record and Classroom Observation Scales; group 3 was trained in all three. Observers then matched and coded videotapes of classroom action in a fifth grade social studies session. Experiments were then conducted to test the influences of high and low-inference coding techniques upon one another. Analysis showed an influence both ways, with coders bringing their high and low-inference codings into consistency with one another; the effect of the low-inference on the high-inference being strongest. Examination of the specific items changed indicated that overlap in content between the systems probably accounts for most changes. The results pointed to a possible source of bias in process-product studies that use multiple observation systems to maximize data collection. (Author/AEF)

ED 206 734 TM 810 666

Hoffman, Lee McGraw

Evaluation and the Persistence of Innovation: The Louisiana Special Plan Upgrading Reading (SPUR) Project.

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Change, Elementary Education, Evaluation Methods, *Program Evaluation, *Reading Programs, Research Utilization, *State Programs

Identifiers-Evaluation Utilization, Louisiana, *Louisiana Special Plan Upgrading Reading Project

This paper examines the effect of a formal evaluation process upon educational change specifically, the adoption of innovative reading programs and practices at different organizational levels of implementation. Because of the size of the project (62 school systems, 142 designated schools, three sets of categorical funded projects), the evaluation design is very simple. SPUR's organization as perceived by participants, self-reports of teacher reading instruction practices, and general professional development and teacher inservice activities were measured through survey instruments. The evaluation describes SPUR in terms of the above data and correlates student reading gains with these data plus other indicators of the degree to which the school has followed SPUR-recommended standards and practices. The evaluation had three positive uses in the SPUR program to date: bookkeeping, self-definition, and program change. Acceptance of the evaluation process and use of it or its measures appears to depend upon the extent to which the person or group has participated in developing and conducting the evaluation. Outcomes suggest there are benefits to be gained from involving clients in evaluation activities to the fullest extent. (Author/GK)

ED 206 755 UD 021 573

Pickens, Kenneth R. And Others

The Urban Education Network: Documentation and Commentary on Its Development.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (ED), Washington, D.C. Dissemination and Improvement of Practice Program.
Pub Date-Nov 80
Contract-400-80-0102
Note-117p.; Document published by the Urban Education Program, CEMREL, Inc. Project P-2.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cooperative Planning, *Cooperative Programs, *Educational Improvement, Elementary Secondary Education, *Formative Evaluation, *Information Networks, Program Evaluation, *Urban Education
Identifiers-*Urban Education Network

This report presents descriptive and evaluative materials on the development of the Urban Education Network, an organization that joined 20 school districts, 11 state departments of education, and the Central Midwestern Regional Educational Lab (CEMREL), for the purpose of improving urban education. Part I of the report written by Kenneth Pickens and Donald Miller of CEMREL, is a summary of the documentation and formative analysis of the Network which included interviews with Network participants, teachers, and administrators who have benefited from Network programs. This formative analysis is followed in Part II by a commentary on the Network's first three years by Allen Parker, Executive Director of the Center on Technology and Society, and Principal Investigator of a National Institute of Education project which compares over fifty education networks. Part II reviews key issues involved in educational networking and provides an assessment of the Urban Education Network's activities. Appendices to the report elaborate upon the methodology of the formative analysis, give a chronology of the Network's activities, and list its members. (Author/APM)

ED 206 777 UD 021 640

Amlung, Susan, Ed.

Special Education Funding: A Story of Broken Promises.

Educational Priorities Panel, New York, N.Y.

Pub Date-Feb 81

Note-56p.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Disabilities, *Educational Finance, Elementary Secondary Education, *Federal Aid, *Government School Relationship, School District Spending, School Funds, *Special Education, *Special Programs, *State Aid

Identifiers-Education for All Handicapped Children Act, Elementary Secondary Education Act Title I, *New York (New York), Rehabilitation Act 1973 (Section 504), Vocational Education Act 1963

This report examines the Federal and State financing of New York City's special education programs in the public schools and documents the inadequacies of current funding. The report seeks to determine the extent of the Federal government's involvement in financing special education. In addition, New York State's allocation of funds for special education is analyzed and suggestions are offered concerning changes in the finance structure which would benefit New York City's handicapped students. Recommendations for New York City include how additional revenues for special education might be obtained. A survey of 11 large cities in this report, which focuses on the fiscal impact of the Education for All Handicapped Children Act of 1975 (PL 94-142), demonstrates that New York City is not unique in its dilemma. The report maintains that it is the responsibility of all levels of government to share the costs of special education. (Author/APM)

ED 206 652 TM 810 542

Ludlow, Larry H.

An Exploratory Investigation of Rasch Model Residuals.

Pub Date-Apr 81

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Goodness of Fit, *Latent Trait Theory, *Models, Statistical Analysis

Identifiers-*Data Interpretation, Rasch Model, *Residuals (Statistics)

Residual patterns should be studied in order to understand when and why data deviate from a model. This paper illustrates some techniques for exploring residual patterns resulting from the difference between observed and expected scores as predicted by a Rasch model for polychotomous data. The score residual divided by its standard deviation is called a standardized residual. A variety of plots of residuals are presented to illustrate residual pattern interpretation. A systematic analysis of residuals can offer the investigator a decision facilitation technique not found in conventional summary fit statistics. (BW)

ED 206 672 TM 810 567

Kalsbeek, William D. And Others

No-Show Analysis. Final Report.

Research Triangle Inst., Durham, N.C. Statistics Research Div.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NAEP-255U-1061-3
Pub Date-Apr 75
Contract-OEC-0-74-0506
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment, High Schools, Mathematical Models, *Performance Factors, Sampling, *Statistical Analysis
Identifiers-*National Assessment of Educational Progress, *Nonresponders, Second Science Assessment (1973)

The National Assessment of Educational Progress; Second Science Assessment No-Show Study assessed the magnitude and causation of nonresponse biases. A No-Show is defined as an individual who was selected as a sample respondent but failed to be present for regular assessment of the 17-year-old group. The procedure whereby a sample of eligible 17-year-old No-Shows were selected to take four specific No-Show assessment packages is briefly described. Estimates of biases due to nonresponse were made for the following domain variables: region; sex; race; size and type of community; derived parental education. These domains are outlined. Also documented are the domain estimation methodologies, terminology and the methods utilized for the computation of formulas. No-Show domain analysis results are briefly summarized in tables, but are detailed more fully elsewhere in separate appendixes. Results show that reliability estimates were positive and several were significant, indicating that regular assessment students generally performed better on assessment packages than did the no-shows. Separate exercise analyses of bias are considered in section 6 as an extension of the analyses covered by the study. Primary type of information provided by report: Procedures (Evaluation) (Sampling). (Author/AEF)

ED 206 233 HE 014 294

Carlberg, R. Judson, Ed.
Professional Development Through Growth Contracts Handbook, 1981.
Gordon Coll., Wenham, Mass.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-81
Note-102p.
Available from-Gordon College, Wenham, MA ($3.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Case Studies, *College Faculty, *Faculty Development, Guidelines, Higher Education, Models, *Performance Contracts, Private Colleges, *Program Administration, Program Evaluation, *Program Implementation, Teacher Attitudes, *Teacher Improvement
Identifiers-Gordon College MA

This manual on faculty growth contracting as done at Gordon College (Massachusetts) is divided into three sections. The first is a progress report on the college's efforts in growth contracts. It discusses the principles of the contracting, difficulties of implementation, unanswered questions (impact on teaching effectivenees, what to do when grants run out, and the realism of individualizing faculty roles through contracts), and some suggestions for other institutions to consider. The second section looks at program evaluation and research. A study of 1977 and 1979 teacher attitudes to the program, other institutions' experiences in adapting the Gordon College model, a University of Michigan evaluation of Gordon's program, possible factors in positive results, the budget, and an individual evaluator's comments are reported. The third section is the Gordon College faculty development manual, which outlines implementation procedures and step-by-step instructions for growth contract participants. Appendices include a sample faculty profile, sample annual plan, sample budget form and ledger sheet, and suggested guidelines for advisory committees. (MSE)

ED 206 397 PS 012 367

A Playground for All Children. Book 1: User Groups and Site Selection. Book 2: Design Competition Program.

New York City Dept. of City Planning, N.Y.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report No.-NYC-DCP-76-02; NYC-DCP-76-13
Pub Date-76
Contract-HUD-H-2388
Note-179p.; Parts of appendices may be marginally legible.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Book 1, Stock No. 023-000-00461-5, $2.30; Book 2, Stock No. 023-000-00462-3, $1.60).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Accessibility (for Disabled), *Design Requirements, *Disabilities, Evaluation Criteria, *Facility Guidelines, Mental Retardation, Neurological Impairments, Physical Disabilities, *Playground Activities, *Playgrounds, Program Descriptions, Site Analysis, Structural Elements (Construction)

These booklets, parts I and II of a three-part series, describe in detail issues related to the future development of an innovative outdoor public playground especially designed for integrated play between handicapped and able-bodied children. The first booklet describes potential user groups the types of children who are expected to use the playground, activities that are suggested for each user group, and special features needed in the playground. (The groups expected to use the playground include able-bodied children, children with neuromuscular and orthopedic disabilities, children with mental retardation and brain injuries, children with visual and hearing impairments, children with arthritis, and children with chronic conditions such as heart disease, diabetes, epilepsy, and hemophilia.) The comprehensive research studies that underlie the project, including site analysis and criteria, are also described. The second booklet deals with the design competition program, devised by the city of New York to encourage the widest variety of approaches and solutions to the unique problem this kind of playground presents. The program specifies the various safety requirements, special recreation needs, duration and maintenance of the playground, rules of the competition, and evaluation criteria to be used in judging the entries. In addition, an appendix indicates wheelchair dimensions for different age groups; specifies clearances and dimensions for ramps, steps, handrails and doorways; and suggests layouts for changing areas, toilet rooms, and several other playground components. (Author/MP)

ED 206 434 RC 012 890

ESEA Title I Regular Program, 1980-81. Volume I, Final Technical Report. Publication No. 80.71.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Education, Washington, D.C.
Pub Date-30 Jun 81
Note-469p.; Some pages may be marginally legible due to small print size and colored background. For a related document, see ED 190 327 and RC 012 891.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Hispanic Americans, *Measurement Techniques, *Migrant Education, *Program Effectiveness, Program Evaluation, Reading Readiness Tests, Records (Forms), Scores, Spanish Speaking, Test Interpretation
Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Major conclusions highlighted in the summary of the 1980-81 ESEA Title I evaluation of the Austin (Texas) Independent School District are: using Title I and local funds to lower pupil/teacher ratios to 15:1 produced an effective compensatory education program; across grades, low-achieving students benefited more from lower pupil/teacher ratios than higher-achieving students; lowering the pupil/teacher ratio had a greater effect on quality of instructional time than on quantity of instructional time; schoolwide project teachers believed that project effectiveness would cease if pupil/teacher ratios exceeded 18:1; there was no evidence of a consistent, positive impact of the regular Title I Program on student achievement; by first grade, former Title I prekindergarten students were no longer scoring higher than their classmates; parents appreciated having specific, planned instructional activities to do with children at home; and Summer At-Home Program participants did not achieve more than their matched controls. The purpose, procedures, results, and appropriate communications, instructions and data for 5 of the 13 instruments (Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Metropolitan Readiness Test, Iowa Test of Basic Skills and Prekindergarten Observations) used to provide the evaluation data are detailed in separate appendixes. (NEC)

ED 206 270 IR 009 521

Beal, Dallas K.

Faculty Response to the Use of Technology.

Pub Date-Jan 81

Note-17p.; Paper presented at the National Conference on Technology and Education (Washington, DC, January 28, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, *College Faculty, *Educational Technology, Higher Education, *Innovation, Professional Associations, State Universities, *Teacher Attitudes

A review of the research on the response of college faculties to innovation is followed by a discussion of the technology currently available to colleges and universities in the public sector, and six working assumptions for administrators with regard to the current state of instructional technology. The paper concludes with a brief description of a major proposal developed through the combined efforts of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC) to promote faculty acceptance and use of technology to enhance instruction. Four references are listed. (LLS)

ED 206 319 IR 009 633

Key, Janet Tollman, Thomas A.

Videotape as an Aid to Bibliographic Instruction.

Pub Date-23 Apr 81

Note-10p.; Paper presented at the Spring Meeting of the Nebraska Library Association (Wayne, NB, April 23, 1981).

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Libraries, Educational Media, Higher Education, *Library Instruction, Library Services, Questionnaires, Reference Services, *Undergraduate Students, Videotape Cassettes, *Videotape Recordings

Identifiers-*University of Nebraska Omaha

This report describes the use of videotaped lectures in the undergraduate library instruction program at the University of Nebraska at Omaha Library, outlines the structure of the program, and reviews the process of producing library-specific videotapes. The results of an informal survey to compare the videotape method of presentation with a slide/lecture method are reported. (FM)

ED 206 504 SE 035 597

Booklists for the Teaching of Mathematics in Schools: Practical and Constructional Activities (Ref: P&C).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-11p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, *Learning Activities, *Mathematical Applications, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that deal with practical and constructional teaching activities. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 544 SO 013 574

Crime and Justice: 10 Activities.
Constitutional Rights Foundation, Los Angeles, Calif.
Pub Date-79
Note-38p.; Photographs may not reproduce clearly from EDRS in microfiche.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Crime, *Justice, Learning Activities, *Legal Education, Role Playing, Secondary Education, Simulation

This manual contains learning activities to aid secondary teachers in clarifying and enriching the Scholastic materials Living Law.'' The format of the manual includes a brief overview, background information, teacher instructions, and a description of each activity. Case studies, simulations, and role-playing activities are provided. Topics treated include helping the victims of crime, the police board, pre-trial release, plea bargaining, the treatment of witnesses, appelate court, runaways, who should go to juvenile Hall, the death penalty, and probation. (Author/RM)

ED 206 251 HE 014 341

Johnson, Kimble Leon

Undergraduate Enrollment Projections for the State Universities of Alabama, 1981-1989.

Pub Date-Jun 81

Note-83p.; Project report presented to Troy State University in partial fulfillment of the requirements for the Degree of Education Specialist.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Freshmen, Comparative Analysis, *Enrollment Projections, Enrollment Trends, Females, *Full Time Students, Higher Education, High School Graduates, Males, National Surveys, *Part Time Students, Regional Characteristics, State Surveys, *State Universities, *Undergraduate Students

Identifiers-*Alabama

Full-time and part-time undergraduate enrollments in 15 public universities in Alabama were projected by sex for 1981-89. Additionally, state, regional, and national projections of undergraduate enrollments for the 1980s are made, based on a review of the literature. Alabama public high school graduates are projected in order to project full-time, first-time freshman enrollments, and a comparison is made of freshman enrollments by sex and total undergraduate enrollments. It is predicted that enrollments will remain relatively stable for 1981 and 1982 but will decline steadily after 1982, reaching a low of approximately 75,600 undergraduate students in 1985. This low will be approximately 6,000 students less than the 1980 figure, a decline to approximately seven percent. Beginning in 1986, enrollments will increase each year, reaching the 1980 figure again around 1988. While full-time enrollments, both male and female, will follow the pattern of total enrollments, part-time enrollments are not projected to decrease. Male part-time enrollments are expected to remain constant at approximately 7,000 each year while female part-time enrollments are forecast to increase at an average rate of approximately 300 each year. Four appendices provide supporting data from which all computations are

made. Additionally, a bibliography and explanation of the research methodology are included. (SW)

ED 206 294 IR 009 592

Luster, Arlene Leong

Perceptions Held by Library Officers of Inservice Training Needs for an Effectively Administered Program Afloat Within the Western Pacific and Indian Ocean Areas.

Pub Date-Jun 77

Note-147p.; Ed.D. Dissertation, University of Southern California. Best copy available.

Pub Type- Dissertations/Theses - Undetermined (040) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Bibliographies, *Educational Needs, *Inservice Education, *Library Administration, Library Personnel, *Management Development, *Military Personnel, Opinions, Programs, Questionnaires, Special Libraries

Identifiers-*Shipboard Libraries

Thirty library officers from 27 ships of the U.S. Navy participated in this study to ascertain the training needs of shipboard library officers in library administration and to determine their perceptions on their positions as administrators and managers of general libraries aboard ship. It was found that three-fourths of the officers were college graduates under 25 years old with little or no training in library administration, and that 90 percent indicated a need for a library administration program. The report provides a definition of the problem, a review of related literature, a description of the research procedure, and a summary of findings, conclusions, and recommendations. Appendices provide a sample questionnaire, an interview guide, a critical incident questionnaire, a program paradigm, and a proposed training model for library administration orientation. Tables are included, and a bibliography lists 91 sources. (FM)

ED 206 360 JC 810 517

Articulation.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.
Pub Date-Jul 81
Note-64p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Black Students, College Credits, *College Transfer Students, Community Colleges, Ethnic Groups, Females, Grade Point Average, Hispanic Americans, Majors (Students), Males, Postsecondary Education, State Universities, *Student Characteristics, Tables (Data), White Students
Identifiers-*Florida

A series of data tables are presented, detailing the demographic makeup and academic success of those students at the Florida state universities who had transferred from the Florida community colleges. The tables, which include fall term data for 1978 through 1980, classify the transfer students by age, sex, race, date of entry into the university, number of quarter hours transferred from the community college, number of quarter hours earned toward a degree, community college of origin, grade point average (GPA), and academic major. Selected findings, based upon a comparison of the three years, indicate that the precentage of females transferring to the universities increased between 1978 and 1979, but remained constant between 1979 and 1980. The percentage of Blacks decreased between 1978 and 1980, while the percentage of Hispanics decreased from 1978 to 1979, but increased between 1979 and 1981. Most students earned more than 90 quarter hours before transferring to the university. While at the university, 85% of the transfer students earned a GPA of 2.0 or higher. University GPA varied from major to major, but was consistently higher for those transferring after earning 90 quarter hours than for those transferring with fewer credit hours. The total mean GPA of the transfer students decreased only slightly from 1978 to 1980, while the standard deviation remained constant. Tables present data by university and, in some cases, by college of origin. (KL)

ED 206 378 PS 012 331

Cooper, Catherine R. And Others

Children's Discourse in Cooperative and Didactic Interaction: Developmental Patterns in Effective Learning.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-NIE-6-78-0098

Note-59p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Classroom Environment, Communication Research, *Communication Skills, Discourse Analysis, *Elementary School Students, Friendship, Interaction Process Analysis, *Kindergarten Children, *Learning Activities, *Peer Teaching, Primary Education, Research Methodology, *Spontaneous Behavior

Identifiers-*Multiple Measures Approach

Experimental and supplementary observational studies of how children help one another learn are reported. In the experiment, developmental patterns in children's discourse in two common peer-learning situations were investigated. Sixty-four pairs of children, drawn equally from kindergarten and second grade, participated in the study. Dyads, composed of friendship pairs, were matched by age, sex, and grades. In the first situation, children were engaged in a cooperative learning activity game; in the second situation, members of the original pairs were asked to teach another child to play the game. Sessions were videotaped, and all verbal interaction was transcribed and coded. Elements of the code included (1) attention-focusing statements, (2) instrumental statements, (3) evaluative responses, (4) referential specificity, and (5) nonverbal behaviors. The supplementary observational study was conducted in a kindergarten classroom of a public school and in a second-grade classroom of a private parochial school in which children were encouraged to work together. The kindergarten class consisted of 16 girls and 11 boys; the second grade class included 12 girls and 10 boys. Audio recordings were made at children's tables as they worked, and supplemental field notes were made to describe nonverbal behaviors, seating arrangements, and other pertinent contextual information. Tapes were reviewed and indexed for the occurrence of instructional episodes among children. Results are discussed. (Author/RH)

ED 206 587 SP 018 743

Sivage, Carol R. And Others

Operationalizing Advocacy: An Analysis of Dean's Roles as Project Directors of Deans Grants.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Deans, *Administrator Role, *Change Agents, *Change Strategies, Educational Change, Higher Education, Mainstreaming, *Teacher Administrator Relationship, *Teacher Education Programs, Teacher Educators
Identifiers-*Deans Grant Project

The Deans' Grants awards have required skills and behaviors not traditionally associated with the role of dean. A sample of ten deans acting as Deans Grant project directors was studied to determine their roles and functions and the specific behaviors perceived as supportive of change efforts. Through interviews with the deans and staff, it was found that the deans had three principal roles: (1) as a negotiator with internal and external factions; (2) as a persuader for direct and indirect participation; and (3) as a choreographer of change by achieving role clarity, providing social support, and by allocating resources. The intensity of support varied from the support lent by physical presence, to active and informed involvement, and to the planned integration of the project with the larger, permanent goals of the institution. The essential category of physical presence (being there'') was fulfilled by all the deans, but more intense involvement was not universal, since it was situationally dependent. The findings point to key behaviors and levels of involvement that deans can choose in building a successful strategy for change. (FG)

ED 206 609 SP 018 848

Technical Assistance Handbook for State and Territory Teacher Center Coordinators.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Contract-300-78-0408
Note-223p.; For related documents, see SP 018 841-842 and SP 018 844-847.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Administrator Role, *Agency Cooperation, Coordinators, Federal Aid, Financial Support, Information Dissemination, Linking Agents, *Program Development, Research Utilization, Resource Materials, Staff Development, State Boards of Education, *Teacher Centers, *Technical Assistance

The purpose of this handbook is to help state and territory teacher center coordinators find information, resources, and technical assistance that will benefit federally funded teacher centers and staff development efforts. Chapters contain descriptions of: (1) teacher center program development and proposal review in the states and territories; (2) dissemination activities; (3) technical assistance activities; (4) orientation of new teacher centers; (5) relationship of the Teacher Centers Program to the staff development scene; and (6) documentation of state educational agency roles and activities. Nine appendices contain documents that offer examples of different activities

pertaining to the provision of technical assistance to teacher center coordinators. (JD)

ED 206 653 TM 810 545

Taylor, Cie

Videotape for Training Elementary Teachers to Administer Group Standardized Tests.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 81
Grant-BEH-13-443A
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Elementary Education, *Elementary School Teachers, *Protocol Materials, *Standardized Tests, Teacher Education, *Testing, *Videotape Recordings

The goal of this project was to develop and field test training materials for students and teachers which would increase the probability of obtaining valid test results from the administration of standardized group achievement tests. The specific objectives were: (1) to produce a self-instructing videotape illustrating correct and incorrect test administration practices; and (2) to train teachers to implement appropriate test administration procedures during group achievement testing. The videotape developed was shown to elementary teachers prior to testing. The tape contains scenarios that model procedures for training students in test taking skills and that demonstrate examples and nonexamples of standardized test administration techniques. After this training, a field test was administered to evaluate its success in the improvement of the quality of test administration. Results of the data collected, indicate that teachers trained with the videotape were significantly more on-task than a control group; and students in the trained teachers group received significantly higher test scores than students in the untrained group. The implications of having trained teachers administer group tests is that a more accurate measure of achievement is obtained. (Author/AEF)

ED 206 693 TM 810 592

Caulley, Darrel N., Ed.

The Relationships Between Policy and Evaluation in State Departments of Education. Research on Evaluation Program Paper and Report Series.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-NWREL-REP-52
Pub Date-Jan 81
Contract-400-80-0105
Note-198p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Evaluation, Evaluation Methods, *Policy Formation, Public Policy, *State Departments of Education
Identifiers-Michigan, Oregon, *Policy Analysis, South Carolina, Virginia, Washington, Wisconsin

What are the relationships between policy and evaluation within state departments of education? How does policy influence what is evaluated in such settings and how does evaluation inform policymaking? Directors of evaluation in six state education agencies address these issues through detailed descriptions of their operations: Gordon Ascher, Oregon; Gerald Bracey, Virginia; David L. Donovan, and Stanley A. Rumbaugh, Michigan; James H. Gold, Wisconsin; Alfred Rasp, Jr., Washington; and Paul D. Sandifer, South Carolina. An educational philosopher specializing in policy analysis, Thomas F. Green, then provides a commentary on the preceding six papers. (Author/BW)

ED 206 756 UD 021 574

Vocational Education: Cause or Cure for Youth Unemployment? A Report to the Citizens of Oakland, Calif.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.

Pub Date-Apr 81

Note-29p.; For related documents, see CE 028 209 and ED 190 915. Prepared through the Division of Legal Information and Community Service.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Employment, *Black Students, Cooperative Education, *Disadvantaged Youth, Federal Aid, Job Placement, *Job Training, Labor Force Development, *Labor Needs, Secondary Education, Sex Fairness, *Vocational Education, Work Experience Programs, *Youth Employment

Identifiers-*California (Oakland), Oakland Unifid School District CA

This is an evaluation report on the vocational education program in the majority black school system of Oakland, California. An overview of the employment problems in Oakland and a description of the report's preparation are contained in an introduction. Chapter two examines the relationship of the vocational education program to planning, curriculum design and evaluation activities in the general school system. In the third chapter, the transition from classroom to workplace is reviewed, focusing on work experience programs, cooperative education programs, job placement efforts, and two transition programs undertaken in Oakland. The fourth chapter presents the employers' perspective on the vocational education program and the prospective labor market. Chapter five discusses federal funding through the Vocational Education Act.

Funding for programs designed to meet the needs of disadvantaged students, handicapped students, and consumer and homemaking education is covered in this chapter. The sixth chapter outlines sex equity issues in the vocational education program and presents vocational enrollment figures by sex. In the final chapter, recommendations for improving the vocational education program are directed to the Oakland school system, employers in the greater Oakland area, and parents and community leaders. (APM)

ED 206 454 SE 035 478

Suydam, Marilyn N.

The Use of Calculators in Pre-College Education: Third and Fourth Annual State-of-the-Art Reviews.

Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-81
Contract-400-80-0007
Note-15p.; For related document, see ED 171 573.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculators, *Educational Change, Educational Technology, Elementary Secondary Education, Instructional Materials, *Mathematics Education, *Mathematics Instruction, *State of the Art Reviews
Identifiers-*Mathematics Education Research

Presented is the third and fourth state-of-the-art reviews on the use of calculators in education, prepared in August 1980 and August 1981. Each presents information concerning the National Council of Teachers of Mathematics (NCTM) An Agenda for Action: Recommendations for School Mathematics in the 1980's'' position on calculator and computer technology. Sections of the reviews report on research on calculator effects, evidence on availability and uses of calculators, surveys on beliefs and attitudes, development of instructional materials, and continuing concerns that need research and development effort. References are included. (MP)

ED 206 479 SE 035 554

Cole, Charles A.

Groundwater Contamination. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-15p.; For related documents, see SE 035 551-566 and SE 035 727.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, Geology, Nonschool Educational Programs, Pollution, *Postsecondary Education, Science Education, *Water Pollution, *Water Resources

Identifiers-*Ground Water, Hydrology

Described is a presentation and learning session on groundwater, which is intended to educate advisory groups interested in improving water quality decision making. Among the areas addressed are the importance of groundwater, sources of contamination, and groundwater pollution control programs. These materials are part of the Working for Clean Water Project for citizen organizations. (Author/WB)

ED 206 778 UD 021 641

Amlung, Susan

A Citizen's Guide to the New York State School Aid Formula, 1980-81.

Educational Priorities Panel, New York, N.Y.

Pub Date- 81

Note-30p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Finance, Elementary Secondary Education, *Finance Reform, Public Schools, *State Aid, *State School District Relationship, Tax Allocation

Identifiers-*New York

This handbook was prepared in response to a 1978 New York State Supreme Court decision which ruled that the funding of education in New York violated the equal protection clause and the education clause of the State Constitution. The Court instructed the State Legislature to enact a more equitable way to finance public education. Written for the general public, the handbook explains the State's current system of school funding, demonstrates why the system is not adequate, and presents some alternatives to old policies. (Author/MK)

ED 206 234 HE 014 298

Ruggles, David F.
Collective Bargaining in Higher Education: The Real Issues.
Pub Date-Feb 81
Note-8p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, *Arbitration, *Collective Bargaining, *College Faculty, *Higher Education, Incentives, Rewards, *Unions

Professional bargaining in higher education is examined in terms of the labor contract as a legal document, the unsuitability of contracts to deal with qualitative questions, and the strength of the union. It is argued that a labor contract forces two parties into a buyer and seller arrangement; product accountability or quality of education must be stipulated, and this is difficult to build into a labor contract. The two largest concerns of the contract are pay and job security, which can be addressed with committees for peer review, criteria and due process procedures, percentages entitled to promotion, and seniority ranks. Bargaining does not simplify the procedure and may possibly over proceduralize the contract requirements and detract attention to the process rather than the substance. Labor contracting is a legal construction of the minimum acceptable performance and usually in terms of time. Anything beyond that basic expectation is a bonus. In the academic community, scholarship is not based on time-defined criteria: time is a labor measure, not a professional quality determinant. It is suggested that attempts to define, proceduralize, and quantify the activities of higher education faculty have no basis for validity. A union is seen as only as strong as its weakest link, with the individual becoming part of the whole. Contracts cannot sort out, promote, and provide incentive to super star faculty. Some contracts have good teaching'' awards, but reward is a fringe benefit. It is concluded that virtually no data exist that compare faculties from collective units versus nonorganized units; the real implications of collective bargaining for higher education need to be studied. (CC)

ED 206 271 IR 009 522

Biggy, M. Virginia
Using TV To Teach High Order Thinking Skills.
Pub Date-Jan 81
Note-10p.; Paper presented at the National Conference on Technology and Education (Washington, DC, January 28, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Thinking, *Critical Thinking, *Educational Television, Elementary Education, Grade 5, Grade 6, *Instructional Design, *Problem Solving
Identifiers-*ThinkAbout (Television Series)

This paper describes the instructional design activities used to create ThinkAbout, a video series meant to teach fifth and sixth graders skills essential for learning, i.e., inquiring, analyzing, synthesizing, seeking alternatives, and creative problem solving. Two basic tenets or underpinning statements served as guidelines for the development of the series: skills, whatever they are, require constant use to keep them operative; and the more practically and realistically and the more often a skill is properly applied in a variety of contexts by the student, the more likely it will actually belong to, and be used by, him/her.

Components of reasoning and thinking which formed the core of the series were organized in such clusters as Finding Alternatives,'' Estimating and Approximating,'' Giving and Getting Meaning,'' and Collecting Information.'' The clusters were further developed to permit various strategies for achieving the purpose of the cluster. After a year of use, the cumulative effect of working with the series seems to be that students are looking more carefully at the route to solutions for problems. (Author/LLS)

ED 206 341 JC 810 455

Pickens, William H.

Hard Times for Recurrent Education? Predictions for California during the 1980's.

Pub Date-11 Jul 80

Note-12p.; Paper presented to a Seminar on the Cost and Financing of Recurrent Education (Palo Alto, CA, July 11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Continuing Education, *Financial Support, Lifelong Learning, Noncredit Courses, Nonschool Educational Programs, *Part Time Students, Public Policy, *State Aid, State Colleges, *Student Costs

Identifiers-*California

Recurrent education may be defined as formal education provided outside of the traditional academic context for the purposes of: (1) continuing education in professional and vocational fields; (2) part-time instruction toward an academic or vocational degree; and (3) personal or social development. In California, while state policy encourages recurrent education, the University of California and the California State University and College system offer only student-fee-supported continuing education. Only the community college system has offered state-supported continuing education. Since 1978, post-Proposition 13 funding reductions have caused significant declines in the provision of community services by the community colleges, causing many to forecast a bleak future for recurrent education. However, when considered in its entirety, recurrent education is rapidly expanding. Most large corporations, all levels of government, and the military are all increasingly providing educational opportunities for their employees. In addition, there are numerous examples of voluntary and informal associations and educational brokering services facilitating recurrent education. Therefore, the major challenges for the 1980's are how to inform individuals of these opportunities, how to meet their schedules and needs, and who will pay for what kinds of recurrent education the student, the state, the private sector, or social service agencies. (AYC)

ED 206 418 RC 011 553

Sandburg Environmental Education Student Handbook.
Freeport School District 145, Ill.
Pub Date- 76
Note-17p.; For a related document, see RC 011 554.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Activities, *Curriculum Development, Curriculum Enrichment, Elementary Education, Elementary School Curriculum, Elementary School Mathematics, *Environmental Education, *Instructional Materials, Integrated Curriculum, *Interdisciplinary Approach, Language Arts, Learning Activities, *Outdoor Activities, *Outdoor Education, Science Activities, Social Studies, Teacher Developed Materials

Lesson plans for 21 activities in environmental studies are included in this student handbook, a companion to the Sandburg Environmental Education (SEE) program teacher handbook. The program emphasizes the integration of environmental studies in the existing curriculum; accordingly, the handbook provides five lessons with environmental emphasis for art, four for social studies, one on litter analysis, five for math, four for language arts, and two for science. Plans include objectives of the activity, materials needed, instructions (to student and/or teacher), worksheets for some activities, and evaluation suggestions for some. Most activities are carried out on or near the school site, with follow-up activities in the classroom. Many activities are interdisciplinary in nature; a social studies activity, for example, titled Seeds, A Chain of Life'' includes collecting, categorizing, measuring, and drawing seeds as well as descriptive and narrative writing about seeds. Math activities include estimating distances in standard and metric units and using a compass to map small areas. Language arts activities focus on careful observation and description of the environment. Suggested science activities are study of plant succession and estimation of insect populations. (JH)

ED 206 505 SE 035 598

Booklists for the Teaching of Mathematics in Schools: Puzzles, Problems, Games and Mathematical Recreations (Ref: PGR).

Mathematical Association, Leicester (England).

Pub Date-May 80

Note-13p.; For related documents, see SE 035 591-600.

Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Books, *Educational Games, Enrichment Activities, Instructional Materials, Mathematical Applications, *Mathematical Enrichment, *Mathematics Education, Mathematics Instruction, *Puzzles, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom dealing with Puzzles, Problems, Games, and Mathematical Recreations. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 526 SO 013 538

Stearns, Peter N.

Justifying Social History in the Schools.

Pub Date-Dec 80

Note-18p.; Paper presented at the Annual Meeting of the American Historical Association (Washington, DC, December 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, Educational History, *Educational Needs, *Educational Objectives, Educational Practices, *History Instruction, Interdisciplinary Approach, Secondary Education, *Social History

This paper presents a rationale for including social history in American and European history courses at the high school level. Social history topics which can be of special interest to high school students include the history of schools, the history of leisure, the history of health practices, the needs and experiences of various vital groups in society, and the drama of conflicting views between the working classes and middle classes. A major benefit of social history is that it can be taught with an interdisciplinary focus. For example, social science methods and concerns can help students understand a variety of socio-historical issues such as changes in basic human relationships at different periods throughout history (psychology), the role of old people today and during earlier times (gerontology), and medical practices before and after the institution of medicare (the sociology of medicine). Further, a study of social history can give students and teachers useful insights as they compare what society is like today with how it got that way. Specifically, a study of social history can help students analyze present and past trends regarding issues such as crime and can help people place current crime statistics in perspective; can force students to examine fundamental assumptions about the present in relationship to the past; and can promote intelligent discussion of values. (DB)

ED 206 545 SO 013 576

The Elementary Economist, Volumes 1 and 2.

Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.

Pub Date-81

Note-43p.; Not available from EDRS in paper copy due to colored paper of original document. Photographs and some charts may not reproduce clearly from EDRS in microfiche.

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Concept Teaching, *Economics Education, Elementary Education, Interdisciplinary Approach, Learning Activities, Newsletters

These six newsletters present classroom tested activities in elementary economics. Each issue treats specific topics: scarcity, opportunity cost, production and specialization, consumption and demand, supply and production, prices and efficiency. In each issue, separate activities are provided for grades K-12, 3-4, and 5-6. For the most part, activities are self-contained and can be used in many different courses such as social studies, language arts, math, reading, and creative writing. Some examples of activities follow. Students take a field trip to a store to learn techniques merchants use to create demand. The class gathers data and draws a consumption bar graph for goods used in the classroom. In other activities students create songs about scarcity, role play Mother Goose rhymes (e.g. Old Mother Hubbard'') that reinforce the scarcity concept, and read and discuss stories, analyze graphs, and conduct a market survey. (Author/RM).

Abram, Marie J. Cobb, Robert A.

A Survey of Students Who Did Not Graduate and Their Parents Concerning Students' Motivation for Leaving School and Students' Educational Plans for the Future. PREPS Research Project, 1978-79.

Western Kentucky Univ., Bowling Green. Professional Development Center Network.

Pub Date- 79

Note-22p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Academic Aspiration, *Dropout Attitudes, *Dropout Characteristics, Education Work Relationship, High School Equivalency Programs, *Parent Attitudes, Parent Background, School Holding Power, Secondary Education, Student Motivation

The population of this study consisted of 18 students who withdrew from the Glasgow Independent School System (Kentucky) during the 1975-76, 1976-77, and 1977-78 school years. The questionnaires submitted to the former students and their parents sought to determine how they felt about school prior to leaving, reasons for leaving school, opinions on whether dropping out had been a good or bad choice, what could have been done to make them remain in school, and their attitudes toward eventually taking and passing the General Education Development (GED) examination. A majority of parents and students believed the choice to leave school had been a bad one, and students felt that students with poor grades should repeat the year. Copies of the parent and student questionnaires are appended. (JD)

ED 206 631 TM 810 434

Cotter, Dianne E. Berk, Ronald A.

Item Bias in the WISC-R Using Black, White, and Hispanic Learning Disabled Children.

Pub Date-Apr 81
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Students, Elementary Education, Hispanic Americans, *Intelligence Tests, Learning Disabilities, *Racial Bias, *Test Bias, Test Items, White Students
Identifiers-*Wechsler Intelligence Scale for Children (Revised)

Item bias in the Wechsler Intelligence Scale for Children (Revised) was investigated using black, white, and Hispanic learning disabled children. Samples of 112 blacks, 126 whites, and 117 Hispanics were matched on subtest raw score and sex. An item-by-group analysis of variance was computed on delta transformed item means for each of nine subtests and two-group comparisons to determine interaction effects. Significant interactions were followed by post hoc comparisons with the Newman-Keuls test. The results indicated bias in four subtests for the black-white comparisons and in three subtests for the Hispanic-white comparisons. Eighteen different items or 22 percent of the items in five different subtests were identified as biased against blacks, whites, or Hispanics. (Author/BW)

ED 206 673 TM 810 568

Roberts, Jo Ann Szafraniec, Carleen

FY 80 Evaluation Report: A Survey of the Speech Assistant Program FY 80, Title I 89-313.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date-Nov 80

Note-47p.; Parts may be marginally legible due to light print.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Learning Disabilities, Mental Retardation, Needs Assessment, Personnel Evaluation, *Program Evaluation, Program Implementation, Questionnaires, *Severe Disabilities, *Special Programs, Speech Evaluation, Speech Handicaps, *Speech Therapy, Student Characteristics, Therapists

Identifiers-*Chicago Public Schools IL, *Elementary Secondary Education Act Title I

In order to review the first year of implementation of the Title I 89-313 federally funded Speech Assistant Program for severely/profoundly handicapped students in the Chicago public schools, data was gathered by interview, questionnaire and observation methods from speech assistants, speech pathologists (who supervised assistants), a teacher-speech pathologist and a program coordinator. Six hundred forty-four students, ranging between 6 and 21 years old and enrolled in 75 schools, participated in the program in two ways: (1) through direct service delivery format, whereby the student left the regular classroom setting for service; (2) by means of classroom and teacher contact, whereby the speech assistant visited the classroom for observational, needs assessment, and progress reporting purposes. On a student group sample of 317 participants, 87% progressed at least one stage in a major selected speech/language goal, surpassing the 80% objective. Only the severe learning disabled group, with a success rate of 74%, fell below this objective. The need for citywide inservice to explain the program to pathologists and administrators was reported. Assistants had difficulties at local school level obtaining lists of Title I 89-313 student names; thus schools having accessible lists were more likely to have their students receive prompt, direct service. (Author/AEF)

ED 206 713 TM 810 616

Carsrud, Karen Banks Ligon, Glynn

Equating Studies: A Manual of Issues, Options and Decisions for Public School Evaluators.

Austin Independent School District, Tex.

Repórt No.-AISD-80-50

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cutting Scores, *Equated Scores, *Methods, Predictive Measurement, Statistical Analysis, Test Construction

Based on the experiences of four equating studies conducted by the Austin (Texas) Independent School District, a practical cookbook'' approach to test equating is presented. Three types of equating procedures are discussed: choosing a cutoff score on a new instrument, predicting Y from X, and symmetric equating of X and Y. (BW)

ED 206 735 TM 810 676

Needs Assessment Handbook for Basic Skills Projects.

Hope Associates, Inc., Washington, D.C.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Apr 81
Contract-300-800-570
Note-168p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Basic Skills, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Language Arts, Mathematics, *Models, *Needs Assessment, Reading Skills
Identifiers-*Basic Skills Needs Assessment Project

An effective needs assessment must be performed efficiently and systematically, and must reflect the specific circumstances of both students assessed and their educational environment. The purpose of this handbook is to furnish educators with guidance on how to perform such a needs assessment. The handbook is designed specifically for school administrators responsible for conducting needs assessments in the basic skills. Instructions, worksheets and samples are provided in an easy-to-follow format. There are five major sections: (1) an overview of the handbook; (2) an introduction to the subject, with program planning and evaluation information; (3) an outline and explanation of the Basic Skills Needs Assessment Project (BSNAP) model; (4) a step-by-step application of the BSNAP model; and (5) specific examples drawn from actual needs assessments. Of the four appendices, Appendix A describes Title II legislation authorizing the basic programs; Appendix B provides definitions of terms needed in the book; Appendix C presents an example for standards; and Appendix D contains names of basic skills projects. A bibliography is also included. (Author/GK)

ED 206 320 IR 009 634

Poulos, Angela
Cooperative Collection Development.
Pub Date-79
Note-18p.; Expansion of a paper presented at the Academic Library Association of Ohio, 1978.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Costs, *Library Acquisition, Library Collections, *Library Cooperation, Library Expenditures, *Library Materials, Library Networks, *Library Planning, Public Libraries, *Resource Allocation

Cooperative collection development is discussed as a method of coping with rising prices for expensive and little used library materials. The experiences of institutions which have had success in overcoming difficulties associated with cooperative ventures are presented, and a program of 12 recommendations is suggested. Twenty references are included. (Author/RAA)

ED 206 361 JC 810 518

Goetsch, David L.

A Workshop on Improving Community Relations through Increased Faculty Involvement.

Okaloosa-Walton Junior Coll., Niceville, Fla.
Pub Date- 80
Note-16p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *College Faculty, Community Colleges, Educational Benefits, Parent Attitudes, *Public Relations, *School Community Relationship, Student Problems, *Teacher Participation, Two Year Colleges

Prepared for use in an instructor workshop, this booklet suggests ways community college instructors can become more actively involved in community relations. After a statement of purpose and a delineation of participant objectives, the booklet describes how the workshop is to be conducted (i.e., using a lecture, discussion, and question-and-answer format) and evaluated. The booklet then defines community relations as the composite of all those on-going processes undertaken to gain, nurture, and maintain the support, respect, interest, and awareness of the community being served. Next, nine factors which inhibit positive community relations are enumerated, and general strategies and information instructors can use to overcome each of these factors are suggested. These factors are: (1) concern over the quality of education; (2) parental bias toward the institution they attended; (3) unjustified fears of failing and of time and job conflicts; (4) ineffective high school counseling; (5) competition from other public and private schools; (6) difficult enrollment and admissions procedures; (7) class scheduling problems; (8) the rising cost of education; and (9) lack of awareness about the college. The booklet concludes with three lists of specific activities for establishing and nurturing contacts in the community, developing community relations materials, and implementing community relations activities. (AYC)

ED 206 398 PS 012 369

Moran, James D., III O'Brien, Gayle

Influence of Structured Group Experience on Moral Judgments of Preschoolers.

Pub Date-Aug 81

Note-21p.; A version of this paper was presented at the Meeting of the International Society for the Study of Behavioral Development (Toronto, Ontario, Canada, August 17-21, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Day Care Centers, *Group Experience, *Moral Development, Nursery Schools, *Preschool Children, Preschool Education, *Social Experience

Identifiers-Intention, *Moral Judgment

This study examines the influence of social experiences received in a group-care setting on the development of moral reasoning in young children. Thirty-five children approximately 4 years old, participated in the study. Twenty of the subjects attended day care or nursery school; the remaining 15 did not attend any group-care programs. Each child individually heard 12 moral judgment'' stories 6 with positive intention and negative consequences, and 6 with negative intention and positive consequence. Accompanied by a two-frame cartoon-like drawing depicting the story action, each story was read twice to each child. After the second presentation, the child was asked to rate the story character on an 8-point rating scale as to goodness or badness. Analysis revealed that only in stories involving personal property was there a significant tendency for consequence-based judgments. The major differences as a function of story content and social experience occurred in negative intention/positive consequence stories. In these stories, the group-care children rated contexts in which an actor was involved in injury to another person on the basis of intention, whereas the home-based group focused on the consequence. In stories with negative intention in which damage to personal property occurred, however, group-care children tended to be more consequence-based than did home-reared children. (Author/MP)

ED 206 435 RC 012 891

ESEA Title I Regular Program, 1980-81. Volume II, Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-30 Jun 81

Note-421p.; Some pages may be marginally legible due to small print size. For a related document, see ED 190 327 and RC 012 890.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Classroom Observation Techniques, Data Collection, Educational Assessment, Elementary Education, Evaluation Criteria, *Evaluation Methods, *Measurement Techniques, Migrant Education, *Program Effectiveness, *Program Evaluation, Questionnaires, *Records (Forms)
Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Data from 8 of the 13 instruments used to provide answers to the decision and evaluation questions for evaluation of the 1980-81 ESEA Title I regular program in the Austin (Texas) Independent School District comprise Volume II of the final technical report. A separate appendix for each instrument includes a description of its purpose, procedure, and results as related to specific decision and evaluation questions. Also included where appropriate are relevant communications, instructions and statistical data, often in computer printout form. In each section, a summary describes the instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity and norm data. The instruments are: Pupil Activities Record (revised); Schoolwide Project Interviews; Rainbow Kit Questionnaires; Title I Service Reports; Teacher Records; Parent Advisory Council Records; Title I Instructional Service Log; and Miscellaneous District Records. (NEC)

ED 206 480 SE 035 555

Nesbitt, John B. Cole, Charles A.

Industrial Pretreatment. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-29p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, Environmental Standards, *Industry, Nonschool Educational Programs, Postsecondary Education, Science Education, *Waste Disposal, *Water Resources

Identifiers-*Waste Water Treatment

With proper pretreatment, industrial wastes can often be treated together with municipal wastewater. Participants in the one-hour session described in the instructor's manual will learn about pretreatment options, objectives of pretreatment, and regulations governing the development and operation of a pretreatment program. A supplementary slide-tape presentation is available as part of the Working for Clean Water Project. The program is designed to help citizen advisory groups improve decision making in water quality planning. (Author/WB)

ED 206 694 TM 810 593

In-School Quality Check Activities. Final Report of Year 11.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-RTI-1967-00-01F
Pub Date-Oct 80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-46p. ; Some pages and appendices omitted due to their confidentiality.
Pub Type- Reports - General (140) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Collection, Educational Assessment, Elementary Secondary Education, National Competency Tests, *Quality Control, *Sampling, School Districts, Testing Programs
Identifiers-*National Assessment of Educational Progress

This final report summarizes Year 11 quality check activities for the National Assessment of Educational Progress (NAEP). A probability sample of 40 schools was selected for quality check purposes from all three age classes. One regular school was selected for each District Supervisor at each Age Class. Quality check activities were conducted in these schools during the period of October 1979 through May 1980 by staff from the Research Triangle Institute (RTI). All checks were conducted with the consent and cooperation of the schools involved. The sample design and other sampling activities associated with the Year 11 quality check are documented in section 2 of this report. The procedures used to implement the quality check are dicussed in section 3. The results of the quality check are reported in section 4. Conclusions and recommendations for future quality checks are presented in section 5. Primary type of information provided by report: Procedures (Field Administration). (Author/BW)

ED 206 779 UD 021 643

Moore, Charlotte J.

Review of U.S. Refugee Resettlement Programs and Policies. A Report. Revised.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.-SN-052-070-05409-3

Pub Date-80

Note-350p.; Prepared at the request of Senator Edward M. Kennedy, Chairman, Committee on the Judiciary United States Senate by the Congressional Research Service, Library of Congress, 96th Congress, 2nd Session. Not available in paper copy due to reproduction quality of original document.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.50).

Pub Type- Reports - General (140) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cubans, *Federal Legislation, *Federal Programs, *Immigrants, Indochinese, *Land Settlement, *Refugees, *Relocation, Social Services

Identifiers-Chileans, Hungarians, Kurds, Russians

This government report reviews U.S. refugee resettlement programs and policies. Part I of the book provides an overview of U.S. refugee admissions programs and discusses refugee admissions policies for two time frames: 1945 to 1965, and 1965 to the present. In Part II an analysis of Federal assistance programs for domestic resettlement of refugees is found. This section describes assistance offered to refugees resettling in the U.S. and the legislation and programs authorizing such assistance. The Refugee Act of 1980 is covered in Part III. Major issues of the act are outlined along with its legislative history. The section concludes with a section-by-section summary of the Act. Appendices contain the complete text of the 1980 Refugee Act, a conference report and analysis of the Act, and a report on refugee resettlement in the U.S. by the TransCentury Foundation. The TransCentury report presents information regarding the Cuban, Hungarian, Indochinese, Chilean, Kurdish, and Soviet resettlement efforts, resettlement organizations, the needs of refugees, and resettlement models of other Western nations. Recommendations are offered and suggestions are made for refocusing efforts in some areas. (APM)

ED 206 295 IR 009 593

Hurych, Jitka

Speech Communication: Library Research Guide.

Pub Date-Jun 79

Note-33p.

Pub Type- Reference Materials - Bibliographies (131) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, Communication Research, Government Publications, Information Sources, Interlibrary Loans, *Library Collections, Library Guides, *Reference Materials, Scholarly Journals, *Speech Communication, Subject Index Terms, Verbal Communication

Identifiers-*Northern Illinois University

This bibliographic pathfinder to Northern Illinois University Library's holdings in the field of speech communication lists resources under the following divisions: basic guides; selected bibliographies; yearbooks, handbooks, and directories; government publications; scholarly journals; professional and trade journals; periodical directories; general indexes and abstracting services; and speech collections. NIU's interlibrary loan policy is explained, and recommended subject headings are listed. (FM)

ED 206 455 SE 035 481

Ayers, Caroline L.

Guided Design: A Motivational Tool.

Pub Date-81
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biology, Chemistry, College Science, *Course Content, Engineering, Engineering Education, Group Dynamics, *Grouping (Instructional Purposes), Higher Education, Inquiry, *Instructional Innovation, Natural Sciences, Physics, *Problem Solving, Science Education, *Science Instruction, Self Directed Groups, Skill Development, Student Motivation
Identifiers-*Guided Design

Presented is a descriptive account of guided design, an educational strategy in which students work together in small groups to solve open-ended problems designed to provide experience in applying the subject matter content of a course. The essential elements of this instructional strategy are described, and the instructor's role clarified as professional consultant helping to find the solution to a problem.'' Project titles and a description of the related subject matter are provided for several guided design projects in developmental natural science and general chemistry. (CS)

ED 206 654 TM 810 546

Carcelli, Larry And Others

The Effect of Item Format on Phonics Subtest Scores of Standardized Reading Achievement Tests.

Pub Date- 80

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Grade 2, Mexican Americans, *Performance Factors, *Phonics, Primary Education, *Reading Achievement, *Scores, *Standardized Tests, *Test Format, Test Validity

Identifiers-California Achievement Tests, Stanford Achievement Tests, Woodcock Reading Mastery Test

The effect on students' scores of different item formats used in standardized reading achievement tests was investigated. Thirty-one bilingual Mexican-American second grade students were given a phonics test using four different formats derived from three standardized reading achievement tests. The formats sampled identical content. A two-way analysis of variance was performed and a Newman Keuls' Multiple Range Test for Differences Between Means was calculated, since main effect for format was statistically significant. Type of format accounted for almost three quarters a standard deviation in students' test scores. Results indicated that what a student appears to know is substantially influenced by the format of the particular test used in measuring achievement. On this basis, it is recommended that greater attention should be given to the effect of test item format in selecting and administering achievement tests. (Author/AEF)

ED 206 252 HE 014 350

Houge, Donald R.

Evaluation by Participant/Observers.

Pub Date- 81
Note-10p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conferences, *Evaluation Methods, *Evaluators, *Graduate Medical Education, Higher Education, Medical Education, Observation, Physicians, Postdoctoral Education, Professional Continuing Education, *Workshops

The participant/observer (P/O) evaluation technique was developed to supplement the standard participant evaluation technique in medical education workshops. The feasibility of using the technique was examined at two conferences: an annual state medical meeting with 26 workshops and a patient education conference with 16 workshops. Volunteers from each workshop pre-registration list were given evaluation responsibilities beyond the standard form that included: becoming familiar with the goals and objectives of the workshop, meeting with the workshop faculty, making observations during the workshop on physical arrangement, observing the teaching techniques used, interacting with other participants and collecting their perceptions, and filling out a form to return to the workshop faculty. Forty out of 42 workshops found the P/O technique a valuable supplement to the standard participant type of evaluation; in two workshops the P/O did not remain for the duration of the workshop. A standard evaluation form on value of topic, level of content presented, and quality of presentation is appended. The P/O Outline requires a comment on the sense of the overall flow of the course, fulfillment of the course objectives, physical set as appropriate for the course, quality of handouts and slides, practicality of the course content, participant reaction, percentage of those remaining for the whole course, the role of the P.O, opinion about repeating the course at a future conference, and a judgment on the course faculty. (CC)

ED 206 272 IR 009 527

Bentley, Ernest, Ed.

Programmable Calculators and Minicomputers in Agriculture. A Symposium Exploring Computerized Decision-Making Aids and Their Extension to the Farm Level. Proceedings of a Symposium (Hot Springs, Arkansas, February 6-7, 1980)

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Spons Agency-Tennessee Valley Authority, Knoxville.

Pub Date-Apr 80

Note-102p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Agricultural Education, *Calculators, *Computer Oriented Programs, Computer Programs, *Computers, *Decision Making, Developed Nations, Extension Education, Farm Management, *Microcomputers

Identifiers-United States

Ten papers presented at a symposium discuss the array of computerized decision-making aids currently available to farmers and ways to speed up the rate of adoption of computers by agriculturalists. Topics presented include the development of software for agricultural decision-making; the role of programmable calculators and minicomputers in agriculture; Kentucky's ANSER and Green Thumb programs; stand alone decision making aids; delivery of microcomputer technology to agriculture in Oklahoma; the extension's role in the delivery of computer systems to farms and the people who run them; the transfer of microcomputer technology in South Carolina; computer assisted farm management in Southwest Virginia; and the integrated role of micro, mini, and maxi computers for farmers' use in 1990. The final paper is a synopsis: Computers in Agriculture: Where are we and where do we go from here? Several of the papers include references, and a list of symposium participants is attached. (CHC)

ED 206 321 IR 009 635

Fouche, B., Comp. And Others

Survey of Institutions Providing Professional Training in Library and Information Science and of Full-Time Tutors and Researchers in Library and Information Science in the Republic of South Africa in 1979.

South African Inst. for Librarianship and Information Science, Potchefstroom.

Report No.-ISBN-0-949946-32-X

Pub Date-80

Note-105p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum, *Educational Resources, Foreign Countries, Higher Education, Information Science, *Library Education, *Library Schools, Library Science, Researchers, Tutors

Identifiers-*South Africa

This directory of 14 units at universities offering programs in librarianship and information science and their professional personnel provides a descriptive overview of the extent and variety of training in these fields available in South Africa in 1979. It includes, in separate sections, a directory of institutions; information about professional library courses; and a directory of full-time tutors and researchers, supplemented by ten tables of quantitative information regarding levels of training, composition of programs, distribution of educators and researchers, student enrollment, and professional degree completions. (RAA)

ED 206 379 PS 012 332

Infant Nurseries and Day Care.

International Children's Centre, Paris (France).

Pub Date-80

Note-80p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adjustment (to Environment), Child Development, Community Responsibility, *Day Care Centers, *Family Day Care, Foreign Countries, Health, Operating Expenses, *Parent Attitudes, Preschool Education, *Selection, Socialization

In four brief pamphlets, background information concerning aspects of the provision of day care services for infants and young children is directed to (1) policy makers, (2) mass media specialists, (3) academic level workers and professionals, and (4) nurses, midwives, social workers, teachers, and parents. Topics discussed include child development, health and socialization, costs of child care, the basis for establishing child care programs, the organization of day care programs, community responsibility for the organization of day care, and types of day care programs. (RH)

ED 206 506 SE 035 599

Booklists for the Teaching of Mathematics in Schools: Selections from the Recommended Books (Ref: SEL).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-23p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of general books on mathematics which are highly recommended by the Mathematical Association of the United Kingdom. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 546 SO 013 577

Leatherwood, Arthur K., Ed. Porter, Jack W., Ed.

Geographic Skills in the Social Studies, Grades 7-12.

Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-81
Note-58p.; For a related document, see ED 160 538.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affective Objectives, *Basic Skills, Cognitive Objectives, *Curriculum Development, Economics Education, *Educational Objectives, *Geography Instruction, *Map Skills, Process Education, Secondary Education, *Social Studies, State History, United States Government (Course), United States History, World Geography, World History
Identifiers-Texas

This publication is designed to assist secondary level curriculum planners, teachers, and teacher educators in developing a social studies curriculum that includes geographic skills for students' development. The first section lists general student objectives in geography that are considered essential. The following six sections contain more in depth objectives. Written in terms of student expectations, geography objectives are listed for Texas history and geography (grade 7); U.S. history; world history; world geography; government; and economics. Within each section (with the exception of government and economics) the objectives are organized by the following categories: size and shape, direction and location; scale and distance, symbols; earth and sun relationships; and information, inferences, and generalizations. For the government and economics sections, objectives are listed for information, inferences, and generalizations only. (Author/RM)

ED 206 567 SP 017 559

Doyle, Walter

Classroom Management.

Kappa Delta Pi, West Lafayette, Ind.
Pub Date-80
Note-35p.; Photographs may not reproduce clearly.
Available from-Kappa Delta Pi, P.O. Box A, West Lafayette, IN 47906 ($4.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Environment, *Classroom Techniques, *Discipline, Elementary Secondary Education, Interaction, Intervention, Student Behavior, Student Participation, *Student Teacher Relationship, *Teacher Effectiveness, Teaching Methods, Time on Task

This booklet describes a foundation for effective classroom management and focuses on some of the basic processes involved in creating a cooperative atmosphere in the classroom. Four topics are considered: the beginning of the school year, selecting and arranging activities, monitoring and timing activities in the classroom, and stopping misbehavior. Examples are offered of effective procedures for dealing with each of these topics. Descriptions are given of successful ways to pace activities to minimize possibilities for misbehavior, selecting occasions for intervention, sequencing classroom activities, and handling transitions from one activity to another. Recommendations are made for dealing with hard core'' disruptive students, punishment, and behavior modification. It is pointed out that effective management requires: (1) extensive knowledge of what is likely to happen in classrooms; (2) ability to process a large amount of information rapidly; and (3) skill in carrying out effective actions over a long period of time. (JD)

ED 206 588 SP 018 756

Laffey, James, Ed. And Others

Educational Decision Makers in Temporary Systems.

Midwest Teacher Corps Network, Lansing, Mich.; Roosevelt Univ., Chicago, Ill.

Pub Date-Oct 78

Note-131p.; Proceedings of the Educational Decision Makers Conferences (Chicago, IL, October, 1977; and St. Louis, MO, May, 1978).

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrator Role, *Change Strategies, Cultural Pluralism, Decision Making, *Educational Administration, Educational Anthropology, *Institutes (Training Programs), *Management Development, *Organizational Change, Retrenchment, School Districts

Identifiers-*Teacher Corps

Two conferences were held to assist principals, superintendents, deans, and Teacher Corps directors in institutionalizing the temporary systems of Teacher Corps projects into the permanent systems of the school, community, or university. The overall goals for the conferences were: (1) to develop and test a variety of professional development models for educational decision makers; (2) to help educational decision makers explore anthropology and organizational theory as analytical and evaluative frameworks for viewing institutional/community relationships; (3) to specify generic experiences and skills which would assist change and legitimation strategies; and (4) to evaluate and disseminate. Participants were highly satisfied with speakers and activities in both conferences. Papers were presented on the following topics: anthropology and education; intercultural understanding; organizational concepts; simulation activities in decision making; and institutionalizing a resource center in an elementary school. (FG)

ED 206 610 SP 018 857

Riley, Marie And Others

Children and Youth in Action: Physical Activities and Sports.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.; American Alliance for Health, Physical Education, Recreation and Dance, Washington, D.C. National Association for Sport and Physical Education.
Report No.-DHHS-OHDS-80-30182
Pub Date-Nov 80
Note-60p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage
Descriptors-*Adolescents, Athletics, Childhood Needs, *Children, Competition, Individual Development, *Parent Child Relationship, Parent Role, *Physical Activity Level, *Physical Development, Physical Education, *Physical Fitness, Sex Stereotypes

This booklet gives parents suggestions for helping their children's motor development by careful selection of physical activities and sports from birth through the teen years. In each of three sections, comprising birth to five years, six to twelve years, and the teen years, brief introductory passages discuss skill development and give specific advice on parent behavior and attitudes. The sections contain an evaluation of children's readiness for competition, a physical activity readiness guide, and frequently asked questions about motor skill development and physical fitness at that age level. Problems resulting from sex stereotyping and program and equipment safety factors are considered in a separate section. Arguments for and against competitive sports for children are presented. A youth sports evaluation guide presents a bill of rights for young athletes with guiding questions for parents. Among the concepts advocated are the right of children to participate in sports at a level that corresponds to the individual child's maturity and ability, the right to qualified leadership, and the right to share in leadership and decision making. (FG)

ED 206 632 TM 810 437

Egerbladh, Thor

Social Decision Schemes of the Same Dyads and Tetrads on Two Different Disjunctive Tasks. Educational Reports Umea, No. 24.

Umea Univ. (Sweden).
Spons Agency-Swedish Council for Social Science Research, Stockholm.
Pub Date-81
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, Foreign Countries, *Group Behavior, *Group Dynamics, Intermediate Grades, *Models, *Problem Solving, Social Psychology
Identifiers-*Small Group Communication, *Social Decision Schemes, Sweden

The purposes of this study were: (1) to test several social decision schemes to obtain plausible explanations of different group processes in solving different disjunctive tasks; and (2) to study both dyads and tetrads solving a eureka and a non-eureka disjunctive task. Social decision schemes theory assumes that a group decision is a joint function of the distribution of individual member preferences and the scheme that operates on this distribution. This study assumed that there is one distribution for solving a eureka disjunctive task and another for solving a non-eureka disjunctive task. Swedish fourth and fifth grade students were randomly assigned to different group sizes (one, two, or four). Thirty-two replications were performed for every experimental condition. The results indicated that different processes are created by different tasks. (Author/BW)

ED 206 714 TM 810 619

Logsdon, David M.

An Experimental Comparison of the Effectiveness of Two Domain Definition Strategies for Criterion-Referenced Tests.

Pub Date-81
Note-15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Criterion Referenced Tests, Methods, *Test Construction, *Test Items
Identifiers-*Domain Specifications, *Instructional Objectives Exchange, Item Homogeneity

This study examined the effectiveness of two different domain definition strategies in achieving homogeneity of criterion-referenced test items. The argument was tested regarding the extent to which item writers following the Instructional Objectives Exchange (IOX) domain definition strategy for a cognitive skill generate items that are more homogeneous than those generated from the simple objectives strategy for the same skill. An issue of concern was that of the quantity and quality of specifications needed to achieve clarity of definition and precision among the items. The IOX strategy contains four parts: general description, sample item, stimulus attributes, and response attributes. Results showed the IOX specifications as laborious to develop and tedious to follow when generating items. They do, however, prove to be more effective in controlling writers' interpretations and creativity expecially for a more complex skill. Therefore, they do produce a more clearly defined behavior domain. (Author/GK)

Needs Assessment: Pupil Personnel Services.
Illinois State Board of Education, Springfield.
Pub Date-Jul 81
Note-122p.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Check Lists, Elementary Secondary Education, Models, *Needs Assessment, *Pupil Personnel Services, *Questionnaires, *School Districts
Identifiers-*Illinois

This survey was conducted based on requests from local education agencies who wish to use models in creating their own needs assessment. The 39 sample forms and questionnaires included in this document represent pupil personnel services which are delivered through a variety of educational systems. The Illinois State Board of Education cannot endorse any of the instruments; they are being provided strictly as resource material. Priorities in programming should develop from identified needs of students, staff, administrators, and parents, ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on objective data, systematically obtained. The following steps suggest basic guidelines for conducting a systematic needs assessment: (1) organize a planning group; (2) identify goals and the target group(s) to be surveyed; (3) determine the methodology to be used; (4) decide on followup procedures to be used if initial response rate is inadequate; (5) develop procedures for summarizing and interpreting needs assessment results; (6) plan how and to whom results should be disseminated; and (7) determine how needs assessment data are to be translated into programmatic goals and objectives. (Author/GK)

ED 206 757 UD 021 575

Directory of Indochinese Health Education Materials for Southeast Asian Refugees, Refugee Sponsors and Refugee Health Providers.

Minnesota State Dept. of Health, St. Paul. Refugee Education Resource Center.

Pub Date-May 81

Note-66p.; For a related document see UD 021 270.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adjustment (to Environment), *Health Education, *Health Materials, *Health Needs, *Health Services, *Indochinese, *Refugees, Resource Materials

This is a directory of (print) health education materials for Indochinese refugees, refugee sponsors, and refugee health providers. Materials listed for refugees cover dental health, diseases, family planning, infant and child health, maternal care and pregnancy, legal systems, nutrition, patient instruction, and education. The directory also lists in which language or languages (English, Cambodian, Hmong, Laotian, and Vietnamese) each booklet is available. All materials are listed as available from the Minnesota Department of Health Refugee Education Resource Center, or from Resource Centers which are listed in the back of this directory. (APM)

ED 206 235 HE 014 301

Truxal, John G.

Technology Education for All (Role of the Department of Technology and Society at Stony Brook).

Pub Date- 80

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Education), College School Cooperation, Computers, Curriculum Development, *Engineering, Graduate Study, Higher Education, High School Students, *Nonmajors, Problem Solving, State Universities, *Technological Advancement, Technology Transfer, Undergraduate Study

Identifiers-*State University of New York Stony Brook

Studies offered by the Department of Technology and Society at the State University of New York at Stony Brook are described. The program of studies for nonengineering students provides an introduction to the characteristics, capabilities, and limitations of the technological environment. The college provides courses for undergraduates in the liberal arts, and in the early 1970s focused on issues such as energy, water, and privacy implications of computers. More recently, courses have been offered in communications, space programs, weather modification, and problem-solving techniques. The engineering approach, rather than an interdisciplinary approach, is followed. The program offers four courses designed for undergraduate engineering students: freshman engineering, biomedical engineering, engineering and managerial economics, and communication skills in engineering and applied science. An attempt is made to develop student awareness of the social dimensions of engineering. The college offers a number of graduate courses designed for the nonengineering students and a master's degree (in applied science) for students seeking a total program in modern technology and engineering techniques of problem formulation and analysis. Additionally technology courses for graduate students in public administration, offerings on educational uses of computers, and graduate television courses have been sponsored. The college has developed secondary school educational materials on modern technology and has offered a college course for gifted high school juniors and seniors. In addition, the college has developed materials on technology designed for the general public. Information on faculty, teaching activities, and grant support is included. (SW)

ED 206 296 IR 009 594

Lipetz, Ben-Ami

A Study of Use of the New York State Library by Visitors.

Pub Date-30 Apr 81

Note-43p.; Pages 22-23 and 25-27 may not reproduce; Best copy available.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Interviews, Library Research, Library Surveys, Pedestrian Traffic, Profiles, *State Libraries, Tables (Data), Use Studies

Identifiers-Library Statistics, *Library Users, *New York State Library

Based on data gathered during a full 5-day, 40-hour week of visiting time, this study determined various characteristics of visitors to the New York State Library (NYSL) main facility; e.g., traffic rates, user intent, and user status. Visitors exiting the library were counted, short interviews were conducted with 25 percent of the total visitors counted, and traffic flow data were used to determine appropriate weightings for interview results obtained from different time intervals. It was found that NYSL averages 313 different visitors per day, with Tuesday being the busiest of the week. Forty-two percent of visits are made in connection with New York State government activity, and more than half of all visitors are government employees. The report details the study methodology, analyzes the results, and suggest areas for further study. Tables illustrate the findings. (FM)

ED 206 342 JC 810 456

Pickens, William H.

Managing Fiscal Crisis from the Perspective of a Statewide Coordinating Agency: The Case of California after Proposition 13.

Pub Date-4 Dec 80

Note-15p.; Paper presented at the Conference on Higher Education Financing Policies: States/Institutions and Their Interaction (Tucson, AZ, December 4, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Budgeting, Community Colleges, *Educational Finance, *Financial Problems, Long Range Planning, Postsecondary Education, *Retrenchment, State Aid, State Colleges, State Legislation, *Statewide Planning

Identifiers-*California, *Proposition 13 (California 1978)

Beginning with the premise that postsecondary institutions in most states will suffer some sort of fiscal crisis in the 1980's, this paper discusses the strategies a state can use in contending with financial problems and turns to California's experiences after Proposition 13 for specific examples. After describing the two probable types of financial crisis, the paper focuses on the problems occurring when falling state revenues or tax and expenditure limitations force the reduction of institutional budgets without reference to enrollment. The paper then considers the different requirements of long- and short-term reductions and lists those budget areas and sources of revenue that are most readily available for state legislative action. Next, the paper suggests that states consider at least three options: (1) establish a discretionary fund for unanticipated emergencies; (2) consult with all concerned parties before making final decisions; and (3) require extensive reports on the effects of reductions. Part II focuses on California's post-Proposition 13 experiences. It begins by describing the bill, its effects on the revenue base of the community colleges, the state's immediate target budget, bail out'' approach, and the restrictions imposed by the Legislature on institutional budgeting. The paper then reviews the state's reductions for its college and university systems. Finally, conclusions are presented for states facing similar revenue shortfalls. (AYC)

Sandburg Environmental Education Teacher Handbook.
Freeport School District 145, Ill.
Pub Date- 76
Note-67p.; For a related document, see RC 011 553.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art Activities, Conservation Education, Curriculum Development, *Curriculum Enrichment, Elementary Education, Elementary School Mathematics, *Environmental Education, Field Trips, *Instructional Materials, Integrated Curriculum, Language Arts, *Learning Activities, *Outdoor Activities, *Outdoor Education, Science Activities, Social Studies, *Teacher Developed Materials

Learning activities, teaching materials, and lesson plans are contained in this guide, developed by six teachers at the Carl Sandburg Middle School in Freeport, Illinois; it suggests ways to integrate environmental study into the existing curriculum for art, science, English, mathematics, and social studies. Activities for classroom learning and school site exploration are organized by subject area, with the science, mathematics and social studies sections including lists of environmental concepts currently taught. The art section provides a list of supplies, scrap materials and tools, and suggests over 50 projects in a variety of media, including drawing, painting, sculpture, and collage. The science section includes materials for teaching 48 environmental study vocabulary words and suggestions for using the school site and neighborhood to learn about weathering and erosion and plant and animal identification. Mathematics activities include calculating costs of various types of pollution, checking home energy usage; and estimating heights of trees and buildings. Suggestions for book reports, creative writing, and vocabulary skills are covered in the English section. The social studies section provides student worksheets for exploration and observation of the school site. A list of films, filmstrips, and books available for the Sandburg Environmental Education program is appended. (JH)

ED 206 481 SE 035 556

Cole, Charles A.

Innovative and Alternative Technologies. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-41p.; For related documents, see SE 035 551-566 and SE 035 727.
Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, Nonschool Educational Programs, Planning, *Postsecondary Education, Science Education, *Technological Advancement, Technology, *Waste Disposal, Water Resources
Identifiers-*Waste Water Treatment

Innovative and alternative methods of wastewater treatment can improve the efficiency and lower the cost of waste treatment procedures. Described in this instructor's guide is a one-hour learning session for citizens interested in improving water quality planning and decision making. Among the topics covered are the need for alternative wastewater treatment methods, various available technologies, selection procedures, and economic considerations. A supplementary slide-tape program is available as part of the Working for Clean Water Project. (Author/WB)

ED 206 527 SO 013 540

Keeley, Richard

Thoughts on the Curriculum of the Pulse Program.

Pub Date-14 Jun 81

Note-17p.; For a related document, see SO 013 541. Paper presented at the Annual Meeting of the Manhattan College Conference on Education for Justice and Peace (Bronx, NY, June 14, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Catholics, *Curriculum, *Guidelines, Higher Education, *Justice, *Social Values

Identifiers-*Populorum Progressio, *Pulse Program (Boston College)

This paper examines the Populorum Progressio,'' Pope Paul VI's 1967 encyclical on the development of peoples,'' for a condensation of the chief tenets of Catholic social thought and for curricular guidelines. The author takes the word development'' to mean the concrete realizations of justice and peace. Fundamental education for peace and justice should address three major topics: The person (nature and character; potential or vocation); the person in community (institutions, order, and justice); and the person in culture and history (underpinnings for the conceptions and practices of institutions). The paper then discusses the general dimensions of these topics and examines how the curriculum of the Pulse Program at Boston College attempts to engage them. The basic idea of the Pulse Program is that students receive academic credit for participation in off-campus field projects which have a social action/social service orientation in coordination with a specially designed course. Examples include tutoring and recreation programs for disadvantaged children, public interest research and lobbying, hot lines, services to the elderly and hospitality programs for homeless men and women. (Author/RM)

ED 206 674 TM 810 571

Hunt, Earl Hertzog, Christopher

Age Related Changes in Cognition During the Working Years. Final Report, April 1, 1979 through May 31, 1981.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-31 May 81

Contract-N00014-79-C-0345

Note-177p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adults, *Aging (Individuals), Alcoholism, *Armed Forces, *Cognitive Processes, Drug Abuse, Individual Differences, *Job Performance, *Performance Factors, Physical Health

In order to alleviate present and anticipated personnel shortages, the Armed Services will have to move away from the present reliance on young adults as a source of personnel. Questions remain about the effects of age changes in cognition on work performance of older personnel. Changes in cognitive capacities over the adult working years are reviewed. Two major decrements are noted: a general deterioration of sensory functioning and a slowing of higher cognitive processes. The general effects of experience, combined with an increase in verbal intelligence throughout the working years, argues for increased competence of older individuals in many work situations. Because general physical health is related to the maintenance of cognitive performance throughout adult life, medical and psychological research should be initiated to develop indices of an individual's functional age by individual differences in physical health and health-related behaviors. The goal would be the development of a reliable medical and psychological screening procedure to identify older personnel at risk for performance decline. The Reserve forces are suggested as an appropriate population. (Author/GK)

ED 206 380 PS 012 336

Secondary Analysis of the Data from the Evaluation of the Transition of Head Start Children into Public Schools.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-28 Nov 80
Contract-DHS/HDS-105-78-1303-Mod. #3
Note-325p.; For related documents, see ED 152 422-423 and PS 012 337.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Assertiveness, Early Experience, Economic Status, Ethnicity, Grade 1, *Intervention, *Outcomes of Education, Parent Participation, Participant Characteristics, Path Analysis, Predictor Variables, Preschool Curriculum, *Preschool Education, Program Content, *Program Effectiveness, *Statistical Analysis, Tables (Data), Teacher Attitudes, Teacher Characteristics
Identifiers-*Project Head Start

Results of the secondary analysis of data obtained in a study of Head Start graduates in the public schools are presented and discussed in this final report. Unforeseen circumstances prohibited the full implementation of the original longitudinal research design, and, consequently, only one test battery was administered to first-grade students. The primary analyses of that data are reported in ``A National Survey of Head Start Graduates and Their Peers'' (ED 152 422-423); it is recommended that the original study and the secondary analysis be read sequentially for a coherent picture of the full study. Questions addressed in the secondary analysis are listed, and sampling procedures as well as designated variables are described prior to a discussion of the research findings. Head Start curriculum emphasis, ethnic composition of families and staff, sponsoring organizations, parent characteristics and involvement, teacher perceptions, preschool experience and academic achievement of children, interrelationships among predictors of child outcomes, characteristics of high-income Head Start families, and length of enrollment were investigated. For each of the general categories of research questions, findings are elaborated in technical discussions (including a depiction of recursive path models used) and in concluding statements. Statistical results are presented in 134 tables. Conclusions concerning academic and emotional development of Head Start children, ethnic and economic composition of the Head Start population, parent involvement, and regional effects are offered in the final section of the report. (Author/RH)

ED 206 436 RC 012 892

Dunne, Faith Carlsen, William S.
Small Rural Schools in the United States: A Statistical Profile.
National Rural Center, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 81
Note-102p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes, Administrator Characteristics, Boards of Education, Community Attitudes, Community Characteristics, Community Satisfaction, Elementary Secondary Education, *Profiles, Rural Areas, *Rural Schools, School Administration, *School Attitudes, *School Community Relationship, *School Statistics, *Small Schools, Statistical Studies, Teacher Attitudes, Teacher Characteristics

Small rural schools with fewer than 15 pupils per grade at the elementary level, fewer than 200 pupils in high schools, and fewer than 300 pupils in all grades at K-12 (or 1-12) schools or districts were profiled in 1980 by the National Institute of Education. Nearly 6,000 small schools were scattered throughout the country with the following distributions: Northeast, 5.7%; Southeast, 5.9%; North Central, 6.1%; West, 22.5%; and Plains, 59.8%. From each region and each school type, 60 randomly selected schools were sent 3 different questionnaires, directed to: teachers, who returned 41.6%; administrators, who returned 41.6%; and school board members, who returned 29.6%; total response rate was 38%. Communities surveyed reported their schools were meeting their objectives for: training in basic academic skills; preparation for work, parenthood, and citizenship; and service as a community institution. The profile provides statistical information concerning characteristics and attitudes of teachers, school board members, administrators, schools, and communities; and a report on the sample check which randomly sampled 62 non-responding principals by telephone to ascertain whether there were any significant differences between responding and non-responding schools. (AW)

ED 206 456 SE 035 482

Horton, Phillip B.

Integrated Science, An Introduction and Bibliography.

Pub Date-81
Note-12p.
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographies, College Science, Elementary School Science, Elementary Secondary Education, Higher Education, *Integrated Curriculum, International Programs, Resource Materials, *Science Curriculum, Science Education, *Science Education History, *Science Programs, Secondary School Science
Identifiers-*Unified Science Approach

A bibliography and short historical background are provided within this description of the integrated science thrust in science education. Detailed are the philosophy and methodology as outlined by FUSE, the Federation for Unified Science Education. (CS)

ED 206 253 HE 014 363

Honan, James P.

Quality Control in Off-Campus Degree Programs. AAHE-ERIC/Higher Education Research Currents, September 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Pub Date-Sep 81

Note-5p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.75).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, *Accountability, Accreditation (Institutions), Course Evaluation, Delivery Systems, Educational Benefits, *Educational Quality, Evaluation Criteria, *Extension Education, External Degree Programs, Higher Education, Institutional Evaluation, Models, *Nontraditional Education, Outcomes of Education, Program Effectiveness, Program Evaluation, *Quality Control, Self Evaluation (Groups), Teacher Qualifications

The quality of off-campus degree programs is considered in relation to quality control models and efforts that have been used to achieve quality control, the parties responsible for quality control, the effectiveness of programs to improve the educational quality of nontraditional education, and future prospects. It is suggested that quality control efforts must reflect newly created dimensions and variables that these off-campus programs introduce so that their level of performance can be assessed accurately, and the academic quality of these programs can be addressed at the same time. It is claimed that outcomes evaluation is underdeveloped at present but that innovative efforts in this area may help improve the reputation of off-campus degree programs and further develop more nontraditional delivery systems in higher education. A shift in focus from a predominantly process'' approach in quality control efforts to a mixture of process and outcomes approaches appears to be a likely consequence of an expanded number of nontraditional programs. A key element in improving the quality of off-campus degree programs is the continued development of internal quality controls by individual colleges and universities (e.g., an extensive approval process for off-campus programs and courses; stringent standards for faculty hiring; and student evaluation of off-campus courses, faculty, and support services). It is suggested that external controls exercised by accrediting bodies and state education agencies have made a positive contribution to program quality, but colleges and universities must assume primary responsibility for maintaining quality in off-campus programs. The sequential evaluation model of the North Central Association's Commission on Institutions of Higher Education is described. A bibliography is included. (SW)

ED 206 322 IR 009 636

Hektoen, Faith H.

The Connecticut Research Documentation Project in Children's Services. A Monograph.

Connecticut State Library, Hartford.

Pub Date-May 81

Note-418p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Childrens Literature, Library Acquisition, *Library Administration, *Library Collections, *Library Services, Library Surveys, Models, *Public Libraries, Reference Services, Referral, Tables (Data), Use Studies

Identifiers-*Connecticut

This 2-volume report measures and records the use of 16 public library children's services in Connecticut to provide management information and a model to improve the quality of services from collection development to the provision of reference and referral services. The first volume discusses the purposes of the project; examines documentation findings; evaluates and discusses the implications of the project for accessible information, quality of access, needs for continuing staff development, materials collection development, school-library cooperation, community information and referral, and patron interaction in children's services among the 16 public libraries in the project; and documents and considers the implications of the increasing usage of children's services. An appendix, the second volume, provides the supporting documentation for the study, including research techniques; definition of terms; library, author, publisher, and reader provided information; bibliographic listings of children's literature; special problems in reference and referral; schedules of project activities; and other analytics and statistics pertaining to the study. (Author/RAA)

ED 206 362 JC 810 519

Alkin, Marvin C. Stecher, Brian M.

Evaluating EOPS: A User Oriented Procedure.

Education Evaluation Associates, Northridge, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-81

Note-193p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Community Colleges, *Employment Programs, *Evaluation Criteria, Evaluation Methods, *Information Needs, *Information Sources, *Program Evaluation, Research Design, Research Needs, State Surveys, *Statewide Planning, Two Year Colleges

Identifiers-California, *Extended Opportunity Programs and Services

This seven-part report presents a recommended plan for state-wide evaluation of the Extended Opportunity Programs and Services (EOPS) program in the California Community College System. Chapter I describes the procedures used by Educational Evaluation Associates in devising the plan, discusses the role played by evaluation study groups, representing legislative/executive and college constituencies. Chapter II presents an assessment of existing sources of evaluation data, including the EOPS evaluation form, fiscal and budget reporting forms, student data cards, the Unified Statewide Reporting System, proposed on-site operational program reviews, fiscal audits, and EOPS year-end reports. Chapter III describes the information needs of the legislative/executive and college groups for determining EOPS program success. Chapter IV compares the EOPS program data sources with the EOPS information needs as indicated by the two study groups. Chapter V reviews several recent research studies examining different facets of the EOPS program. Chapters VI and VII present the recommendations for the evaluation system. These recommendations include suggestions for changes in several of the existing data sources; the addition of several new measures including surveys of EOPS student goals and long-term success; and the implementation of an evaluation report schedule. Several appendices provide supportive information. (AYC)

ED 206 399 PS 012 370

Reese, Hayne W.

Dialectical Materialism: Analysis of Mental Actions.

Pub Date-Apr 81

Note-6p.; Paper presented at the Meeting of the Association for Behavior Analyses (Milwaukee, WI, May 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activities, *Behavior, Behavior Theories, *Cognitive Development, *Concept Formation, Goal Orientation, Philosophy, *Theories

Identifiers-Behaviorism, *Consciousness, Dialectical Materialism, Dialectical Reasoning, *USSR

In the Soviet theory of cognitive development, originated by Vygotsky and elaborated by Leont'ev, acts occur at three levels of abstraction: activities, actions, and operations. According to this theory, an activity has an associated motive and may function directively as a motive. While many activities are possible, one activity tends to predominate at any particular time and leads'' in the sense of being at the top of a hierarchy of possible activities, which varies across cultures and age levels. Within the framework of this developmental theory, an action can be performed efficiently only if it is uncomplicated or if the component operations are performed in a coordinated way, without conscious effort. The theory refers to motoric as well as to verbal behavior and is reconcilable with the findings of animal behavior studies. The apparent reconcilability of the theory with behaviorism is illusory because, in the Soviet theory, thought refracts as well as reflects reality. According to Soviet philosophers, reflection and refraction are properties of all matter, and their quality depends on the nature of the matter. In the human, reflection and refraction are properties of the brain. In this form, they are called consciousness. Thus, consciousness becomes an extraordinarily potent factor in altering the nature of reality. (Author/RH)

ED 206 507 SE 035 600

Booklists for the Teaching of Mathematics in Schools: Full List of Recommended Books (Ref: FULL).

Mathematical Association, Leicester (England).

Pub Date-May 80

Note-68p.; For related documents, see SE 035 591-599.

Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of all books recommended by the Mathematical Association of the United Kingdom. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

McKenzie, Thomas L.

Personalized Inservice in Physical Education: Developing and Maintaining Teaching Skills through Self-Analysis.

Pub Date-Apr 81
Note-17p.; Paper presented at the National Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletic Coaches, *Behavior Modification, Classroom Techniques, Feedback, Goal Orientation, *Inservice Teacher Education, Motivation, *Physical Education, Postsecondary Education, *Self Evaluation (Individuals), Teacher Behavior, Transfer of Training

Inservice training, even if brief, should have long-lasting effects. In regard to developing behavioral teaching skills, research with classroom teachers suggests that rehearsing and practicing appropriate skills is superior to listening to lectures and participating in discussions on behavior theory. If teachers are taught self-control techniques where they learn to monitor their own behavior, set goals for themselves, and arrange their own environmental conditions, inservice will not only become more personalized, but will also be likely to have a more permanent influence. Three behavior change and reinforcement techniques specifically tailored to the needs of physical education coaches and using audiovisual aids are: (1) self-monitoring of specific teacher or student behavior; (2) self-initiated goal setting; and (3) self-initiated environmental planning. (JD)

ED 206 611 SP 018 861

Slack, Trevor

Cuba's Political Involvement in Sport Since the Socialist Revolution.

Pub Date-Jun 81
Note-15p.; Paper presented at the CAHPER Conference (Vancouver, British Columbia, June 11, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics, *Competition, Foreign Policy, *International Relations, Mass Media, Political Power, *Political Socialization, *Propaganda, Social Behavior
Identifiers-*Cuba

This paper documents instances of Cuba's political use of sport internally and internationally. The linking of sport and politics is manifested in the number of times that pictures of Castro, involved in sport, appear in the Cuban media. This is pointed out as the two-fold desire of the politician to secure a virile media image and to mold the political consciousness of spectator groups. While this linkage of sport and politics is not confined to countries such as Cuba, the use of sport as a means of highlighting the successes of a country's political system appears to be unique to socialist governments. Examples are given of Cuba's use of sports as political tools in international events, such as the Pan American, Central American, and Olympic Games. It is noted that in addition to her political use of sport, Cuba has one of the fastest developing sports programs in the world. Consequently, whatever feelings or political biases exist, much may be learned by studying Cuban sports programs. (JD)

ED 206 633   TM 810 474

Angoff, William H. Schrader, William B.

A Study of Alternative Methods for Equating Rights Scores to Formula Scores.

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RR-81-8
Pub Date-May 81
Note-167p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Ability, College Entrance Examinations, *Equated Scores, Guessing (Tests), Higher Education, *Response Style (Tests), Science Tests, Scoring, *Scoring Formulas, Secondary Education, *Testing Problems, Verbal Tests
Identifiers-College Board Achievement Tests, Graduate Management Admission Test, Invariance Principle, Scholastic Aptitude Test

The purpose of this study was to determine whether it would be possible to equate rights-scored to formula-scored tests without causing a discontinuity in the meaning of the score scale. Several other subsidiary studies of the characteristics of the two scoring methods, of nonresponse and guessing, and of reliability and parallelism were also undertaken. The study was conducted in two phases: (1) of two forms of the verbal section of the Scholastic Aptitude Test and one form of the College Board Chemistry Achievement Test; and (2) of operational and experimental subtests of the Graduate Management Admission Test. It was found that the data of this study support the hypothesis that formula scores for tests administered with rights directions are directly comparable to formula scores for the same tests administered with formula directions. Thus, the directions under which a test is administered can be changed without serious concern that a discontinuity in the score scale will result. (Author/GK)

ED 206 655 TM 810 547

Taylor, Cie White, Karl R.

Effects of Reinforcement and Training on Title I Students' Group Standardized Test Performance.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 81
Grant-BEH-13-443A
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Analysis of Variance, Compensatory Education, Grade 2, *Motivation, Primary Education, *Reading Tests, *Reinforcement, *Standardized Tests, *Testing, Test Validity, *Test Wiseness
Identifiers-Elementary Secondary Education Act Title I, Stanford Achievement Tests

To examine the influence of test wiseness and motivation on Title I students' performance in group standardized tests, the effects of training students and teachers in testing skills and reinforcing student testing behavior were investigated during the administration of the Stanford Achievement Test, Level II, to 597 students. Students were randomly assigned to a combination of the following treatment conditions: (1) provision of external reinforcement, contingent on an increase in the student's reading test percentile rank; (2) teacher training in test administration procedures; and (3) student training in test taking procedures. A three way analysis of variance was computed for the three dependent variables of reading test scores, and student and teacher behavior during testing. Major findings showed that the reading test scores of students in either the reinforced or trained test administrator conditions were significantly higher than the scores of students under nontreatment conditions. There were no significant differences in reading test scores between students who were trained in test wiseness and those who were not trained. Trained teachers exhibited a significantly higher percent of on-task behavior during testing than untrained teachers. There were no significant differences in student on-task behavior under any treatment. (Author/AEF)

ED 206 695 TM 810 594

In-School Field Operations and Data Collection Activities, Year 11. Final Report.

Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-RTI-1973-00-03F
Pub Date-Aug 80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-123p.; Some portions of the appendices are omitted due to their confidentiality.
Pub Type- Reports - General (140) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Data Collection, Educational Assessment, Elementary Secondary Education, *Methods, National Competency Tests, *School Districts, Testing Programs
Identifiers-*National Assessment of Educational Progress

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment of Educational Progress, (NAEP) from March, 1979 through July, 1980. The more pertinent summary data on the planning and conduct of Year 11 in-school assessment are cited here. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by Research Triangle Institute (RTI) central staff members, (2) the inventory (summer, 1980) of NAEP materials and equipment stored at RTI, and (3) project expenditures of funds and effort. An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11; a summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. Primary type of information provided by the report: Procedures (Field Administration). (Author/BW)

ED 206 715 TM 810 620

Interim Guidelines for Evaluation of Instructional Materials with Respect to Social Content.

California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.

Pub Date-81

Note-22p.

Available from-Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Evaluation Criteria, *Instructional Materials, *Public Schools, *Social Bias

Identifiers-California, *California Education Code

The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in California's public schools to ensure compliance with the Education Code. Though they are not intended to supplant the evaluator's judgment, the guidelines do comprise the minimum standards for acceptability in order to portray accurately cultural and racial diversity, female and male roles, and depiction of older and disabled persons in society. Also categorized in the guidelines are the entrepreneur and labor, religion, ecology and environment, dangerous substances, thrift, fire prevention, humane treatment of animals and people, and the U.S. Declaration of Independence and Constitution. (Author/GK)

ED 206 758 UD 021 581

Career Counseling Materials and Techniques for Use With Vietnamese.
San Jose City Coll., Calif.; San Jose Community Coll. District, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-392p.; Project 43-69658-3-0-455 under Subpart 3 or PL-94-482. Some tables may be marginally legible due to small size type.
Language-English; Vietnamese
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Career Counseling, Career Development, *Career Education, Career Guidance, Community Colleges, *Cooperative Education, *Counseling Techniques, *Counselor Client Relationship, Two Year Colleges, Vietnamese, *Vietnamese People, Vocational Adjustment, Work Experience Programs
Identifiers-*Cooperative Work Experience Education Programs

This manual contains career counseling materials and techniques for use with Vietnamese immigrants in the United States. The manual is designed primarily for career guidance specialists working in community colleges. Materials, in Vietnamese, are also included for use by Vietnamese clients. An introduction discusses the manual's purpose and organization. The second chapter provides background information on the Vietnamese and their culture, especially factors which relate to career guidance and the work world. This chapter also contains resource materials developed from a crosscultural perspective. Chapter three outlines several approaches for providing career guidance and counseling. The approaches described have a theoretical base and include practical strategies to meet the career development needs of clients. The fourth chapter describes career assessment measures that may be of use to Vietnamese clients. Reviews of job search skills for both client and counselor are found in chapter five. Chapter six includes information for both student and counselor on the Cooperative Work Experience Education programs available at community colleges. The final chapter is a resource list of career education materials used successfully with the Vietnamese. (APM)

ED 206 780 UD 021 646

Belnap, Judith A.

Transportation Accessibility and Quality of Life for the Urban Elderly.

Pub Date-81
Note-17p.; Paper presented at the Annual Meeting of the Association of American Geographers (Los Angeles, CA, 1981). For a related document, see ED 165 753.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aging (Individuals), *Bus Transportation, Community Planning, Distance, *Leisure Time, *Older Adults, *Physical Mobility, Space, Time Blocks, *Transportation, Urban Planning
Identifiers-Colorado (Boulder), Colorado (Denver)

The barriers to physical mobility of the elderly are explained in this study which concentrated on spatial-temporal accessibility, and the use of mass transit to urban services and resources. The first area of concern dealt with the amount and extent of free time available to the elderly who are perceived as having large blocks of descretionary time available to pursue chosen activities. An attempt was made to determine if this discretionary time was affected by having to match schedules with the transit system. The second area of concern identified the constraints of physical capability, time, and authority on the elderly. To explore these questions, five mobile, elderly, female non-drivers from Denver and Boulder, Colorado, were selected to give accounts of their use of the mass transit system. Study participants identified several difficulties that impeded the productive use of their free time. An Examination of access to two senior citizen community centers revealed that the elderly participants could not join in many activities because of transportation problems. These non-drivers lacked flexibility in scheduling their leisure time, partially because of the constraints of the aging process, and partially because of the need to rely on a inflexible transportation system. (Author/APM)

ED 206 273 IR 009 528

Granzberg, Gary, Ed. Steinbring, Jack, Ed.

Television and the Canadian Indian: Impact and Meaning among Algonkians of Central Canada.

Winnipeg Univ. (Manitoba).
Pub Date-80
Note-635p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*American Indians, *Canada Natives, Cross Cultural Studies, Economic Research, Ethnography, Foreign Countries, Longitudinal Studies, Psychological Studies, Questionnaires, Tables (Data), Television Surveys, *Television Viewing

This study is a controlled longitudinal analysis of the impact and meaning of television among Algonkian Indians of central Canada which incorporates eight years of extensive participant observation field work and objective social and psychological testing in the pre- and post-television periods. The impact of television is discussed in terms of stress and modernization, and it is argued that positive and negative television inputs in these areas are heavily conditioned by meanings derived from analogies between television and certain cultural traditions, which promoted exaggerated copying, identification, and trust in TV characters on the part of naive viewers. A report of the ethnographic findings resulting from long term field work in three Algonkian communities reviews the impact and meaning of television in these communities as revealed in field observations and interviews. Findings based on psychological and sociological tests, economic sales records, video tape experimentation, and questionnaire opinion surveys are also reported, and the final section provides a review of the work and its implications, clarifying some of the issues in telecommunication policy for developing areas and making some recommendations. A study of the relationship between music associated with a TV show and its appeal to an Ojibwa audience is appended. (CHC)

ED 206 297 IR 009 595

Miller, Gordon W.

Style Manuals in Madison Memorial Library.

Pub Date-May 81
Note-10p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, Annotated Bibliographies, Authors, Citations (References), Doctoral Dissertations, *Expository Writing, Government Publications, *Guides, Layout (Publications), Periodicals, Punctuation, *Research Reports, *Technical Writing
Identifiers-James Madison University VA, *Style Guides

An annotated selected bibliography of 33 style manuals, three bibliographies of style manuals, and three periodicals routinely furnishing style information provides access to the Madison Memorial Library collection of guides containing consistent rule patterns for punctuation and format for the preparation of research reports, journal articles, and other papers for publication. (RAA)

ED 206 457 SE 035 484

Employment Opportunities for Ph.D. Scientists and Engineers Shift From Academia to Industry. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-81-312

Pub Date-24 Jul 81

Note-5p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Science, *Doctoral Degrees, Employment Opportunities, *Employment Patterns, Engineering, Engineering Education, *Engineers, Females, Higher Education, Industry, Minority Groups, *National Surveys, Occupational Surveys, Science Careers, Science Education, *Scientists, Universities

Recent trends concerning the employment opportunities for doctorate-holding scientists and engineers (S/E) are highlighted in this publication. Data from biennial surveys conducted since 1973 by the National Science Foundation and other Federal government agencies are analyzed to make conclusions regarding trends in labor-market conditions, sectorial shifts, research and development employment, fields of most rapid growth in employment, and the number and proportion of women and minorities in doctorate-holding S/E positions. (CS)

ED 206 547 SO 013 578

Bliven, Briane C., Comp.
Research and Publications in New York State History, 1979.

New York State Museum, Albany.
Pub Date-81
Note-309p.; For a related document, see ED 167 465.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Archaeology, Architecture, Biographies, Colonial History (United States), Economic Change, Educational History, Elementary Secondary Education, Fine Arts, Higher Education, Intellectual History, Life Style, Local History, Politics, Recreation, Religion, Revolutionary War (United States), Social History, *State History, State Legislation, United States History, Urban Studies, Womens Studies
Identifiers-New York

This 1979 edition contains briefly annotated references to all New York state history-related works which were either published, completed, or in progress during 1979. Entries were selected on the basis of presenting a new historical viewpoint or making available new knowledge on any aspect of New York history. Entries include books, pamphlets, graduate theses, and journals and magazine articles. Reprinted or revised editions of works that have been out-or-print for over five years have been listed while newspaper and newsletter articles generally have not. Entries are organized into 30 topic headings, including American Revolution; archaeology; architecture and historic preservation; census data; economics; education; ethnic and minority studies; family history and genealogy; fiction, folklore, and literature; government and politics; religion and church history; urban studies; women's history; and young readers. For each entry, information is presented on author, title, publisher and address, page length, notice of illustrations and charts, and appendices or bibliographies if included. Entries within each topic are designated as being published in 1979, additions to research and publications 1978, or in progress during 1979. The document concludes with an appendix of publishers of material related to New York history, an appendix of periodical literature, and an index of people, places, objects, and events referred to in the bibliography. (DB)

ED 206 568   SP 018 121

Greensley, Roy J. Gronbech, C. Eric

Physical Performance, Sex, and Race as Factors in the Attitude of Intermediate School Children Toward Physical Activity.

Pub Date- 78
Note-32p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Childhood Attitudes, Childhood Interests, Intermediate Grades, *Participant Characteristics, *Physical Activities, *Physical Activity Level, *Racial Differences, *Sex Differences

For this study, the physical performance levels of 73 children in grades 4-6 were assessed, and each individual was administered an adaptation of Kenyon's Attitude Toward Physical Activity (ATPA) survey. This instrument measured selected attitudes related to physical activities: social, health and fitness, risk, aesthetic, catharsis, ascetic, victory, and fun. Also analyzed were the time spent actively involved in various activities, media influence on activity areas, and the ability to associate a sports personality with a specific activity. The results indicated no significant difference for physical performance level as a factor in participation in the eight areas tested. Significant differences were found for sex in the areas of social, aesthetic, victory, and fitness. Females scored higher than males in valuing activities for social and aesthetic aspects. Analysis on the basis of race also produced significant differences, in that blacks scored higher in social reasons for participating, while whites scored higher in participating for the risk aspect. No significant differences were found for either race or sex in the areas of health, fun, or catharsis. The adapted ATPA survey is attached. (FG)

ED 206 737 TM 810 688

Wiley, David E.

The Vicious and the Virtuous: ETS and College Admissions.

Northwestern Univ., Evanston, Ill.
Spons Agency-National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 81
Grant-NIE-G-78-0155
Note-47p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Book Reviews, *College Entrance Examinations, Test Format, Testing, *Testing Problems, *Test Validity
Identifiers-*Educational Testing Service, Scholastic Aptitude Test, Testing Industry

The Ralph Nader report on the Educational Testing Service (ETS), entitled The Reign of ETS, the Corporation That Makes Up Minds, explicitly and implicitly raises serious issues concerning the testing enterprise. Major themes include the role of testing in the educational selection system, the validity of existing tests, and the corporate power of ETS. This paper explores and evaluates charges from the perspectives of social and educational policy and of psychometric theory and practice. The currently polarized controversy over testing is reflected: advocates of testing believing in the validity and social utility of both the science and technology of mental measurement, and critics proclaiming that technical inadequacies and social harms make the enterprise inherently vicious and invidiously midleading. The paper concludes that the tests are central to the sorting of individuals into successive types of education. It advocates a more open procedure for specifying the content of selection tests, and concludes that current psychometric conceptions are inadequate for a meaningful assessment of the validity of tests. (Author/GK)

ED 206 343 JC 810 482

Hayward, Gerald C.
Pub Date-31 Jul 81
Note-15p.; Paper presented at the California Postsecondary Education Commission Meeting (Los Angeles, CA, July 31, 1981). For a related document, see ED 203 957.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *College Role, College Transfer Students, *Community Colleges, Educational Quality, Educational Responsibility, Enrollment Trends, High Risk Students, Open Enrollment, *Transfer Programs, Two Year Colleges, *Two Year College Students, *Vocational Education
Identifiers-*California, *State Issues

Issues facing California's community colleges are reviewed in this response to the California Postsecondary Education Commission (CPEC) report, Missions and Functions of the California Community Colleges.'' The paper first asserts that the most critical question facing the community colleges in the 1980's is whether they should and can continue to expand access to postsecondary education if these gains in educational equality can come only at the sacrifice of educational quality. In consideration of this question, the needs of nontraditional, underprepared students are discussed, and the factors and difficulties involved in meeting their needs are explored. Next, the CPEC's conclusions regarding three specific college missions are reviewed and critiqued. While disagreeing with the CPEC's view of the causes of the declining number of college transfer students, the paper acknowledges the legitimacy of questioning whether community college transfer programs will be maintained, whether transfer students are sufficiently prepared for university-level work, and whether course and program articulation is adequate. With respect to the community colleges' vocational education role, the paper touches on program diversity, involvement in federal and state job training programs, and the public's satisfaction with the colleges' efforts. Next, the paper notes the quality and social impact of community college adult continuing education. The paper concludes with general observations on the community colleges' comprehensive mission. (AYC)

ED 206 420 RC 011 920

FitzSimmons, Michael
Outdoor Human Relations Program, 1979-80: Fifth Grade Mansfield School District, Ohio.
Pub Date-80
Note-53p.
Available from-Mansfield City Schools, 53 West Fourth St., Box 1448, Mansfield, OH 44902 (free; 2 or more copies, $1.00 ea.).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art Activities, Behavioral Objectives, *Day Camp Programs, *Environmental Education, Experiential Learning, *Field Trips, Grade 5, Group Activities, *Human Relations, Intermediate Grades, *Learning Activities, Learning Modules, Outdoor Activities, *Outdoor Education, Recreational Activities, Science Activities
Identifiers-Ohio

Prepared for an outdoor education program that features day trips to a rural camp in Ohio, this guide stresses environmental education and interpersonal skills. Written for grade five, the guide contains a student handbook for camp activities followed by a brief section for teachers. The introductory section of the student handbook states the program goals and provides a camp map, the schedule and rules, and brief descriptions of local Indian tribes. The remainder of the student section provides background information and instructions for 15 outdoor activities including bird watching, canoeing, using a compass, outdoor cooking, group problem solving, pond life study, a ropes course, cross country skiing, and nature study. The pond life unit includes a simple explanation of pond ecology, drawings to aid in identifying plant and animal life, and a page for student notes and sketches. Illustrations, diagrams, and worksheets are provided for each activity. The teacher's portion of the guide states the classroom teacher's responsibilities in the outdoor program, lists films and games that can be used to prepare for and follow-up camp activities, and provide teaching suggestions and behavioral objectives for two camp activities: pond life study and birdwatching. (JH)

ED 206 482 SE 035 557

Land Treatment. Instructor Guide. Working for Clean Water: An Information Program for Advisory Committees

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-22p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, Community Planning, *Environmental Education, *Land Use, Nonschool Educational Programs, *Postsecondary Education, Science Education, Technology, *Waste Disposal, Water Resources

Identifiers-Land Treatment, *Waste Water Treatment

Presented is an instructor's manual for a learning session centered on the methodology and feasibility of land treatment of municipal wastewater. A supplementary slide-tape program is available. These materials are components of the Working for Clean Water Project, which is intended to educate advisory groups who are interested in improving decision making in water quality planning. (WB)

ED 206 508 SE 035 606

McGiffin, Heather, Ed. Brownley, Nancie, Ed.

Animals in Education: Use of Animals in High School Biology Classes and Science Fairs.

Humane Society of the United States, Washington, D.C. Inst. for the Study of Animal Problems.

Report No.-ISBN-0-937712-00-0

Pub Date-80

Note-157p.; Proceedings of the conference, The Use of Animals in High School Biology Classes and Science Fairs,'' (Washington, DC, September 27-28, 1979).

Available from-The Institute for the Study of Animal Problems, 2100 L St., N.W., Washington, DC 20037 ($9.95 paperback).

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Animals, *Biology, *Elementary School Science, Elementary Secondary Education, Guidelines, *Laboratory Animals, Science Education, *Science Fairs, *Secondary School Science, *Student Projects

Identifiers-*Humane Education

Proceedings of the conference, The Use of Animals in High School Biology Classes and Science Fairs,'' held in September of 1979 are presented. Sixteen articles reflect the views of educators, psychologists, and veterinarians on various perspectives of the controversial topic of using animals in elementary and secondary school science classrooms. (Author/CS)

ED 206 528 SO 013 541

Byrne, Patick H.

Paradigms of Justice and Love.

Pub Date-14 Jun 81

Note-43p.; For a related document see SO 013 540. Paper presented at the Annual Meeting of the Manhattan College Conference on Education for Justice and Peace (Bronx, NY, June 14, 1981). Page 32 will not reproduce clearly.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Experiential Learning, *Field Experience Programs, Higher Education, *Justice, Models, Peace, *Philosophy, *Social Services, Work Experience Programs

Identifiers-*Pulse Program (Boston College)

This paper examines the philosophy behind the Pulse Program of Boston College and its attempt at integrating theory and practice and transforming student's paradigms of justice and love. The basic idea of the program, begun in the fall of 1969, is that students receive academic credit for participation in off-campus field projects which have a social action/social service orientation in coordination with a specially designed course. Examples of projects include tutoring and recreation programs for disadvantaged children, a therapeutic program for emotionally disturbed adolescents, drug rehabilitation projects, public interest research and lobbying, hot lines, visitation and other services to elderly people, and hospitality programs for homeless men and women. The developers of the program believe that there is an intrinsic connection between theory and practice, and that our intellectural and religious traditions can inform and transform practice in profound ways. In the first major section of the paper the author explains what he means by the term paradigm'' and how it relates to the community identity of natual scientists. Paradigms consist of an interrelated set of shared beliefs, values, and instrumentations. The second section examines prevailing paradigms of justice and love which influence students, and the sorts of communities with which they identify. The last section reflects on some of the limitations of those paradigms and considers the problems associated with effecting a conversion to an Unlimited Paradigm. (Author/RM)

ED 206 675 TM 810 572

Nickse, Ruth, Ed. McClure, Larry, Ed.

Competency-Based Education: Beyond Minimum Competency Testing.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-8077-2606-0
Pub Date-81
Contract-400-76-0028
Note-254p.
Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Competence, *Competency Based Education, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Evaluation Methods, *Instructional Design, *Minimum Competency Testing, *Program Descriptions, Secondary Schools

In this book comprised of six chapters, multiple aspects of competency based education (CBE) are discussed contextually by various authors in terms of the current educational climate wherein the primary emphasis is upon learning outcomes rather than the process of learning itself. To illuminate the notion of competence, Chapter 1 presents: definitions of competence from the vantages of several disciplines; four basic principles underlying the development of competence; factors influencing competency; issues pertinent to program development and; a model of competence. Literature is reviewed in Chapter 2 in order to define CBE. The authors propose that CBE is essentially an instructional paradigm assuming different programmatic forms in different contexts. Appropriate instructional strategies are examined in Chapter 3. Guidelines herein suggested for planners also have implications for teachers. Thirteen CBE programs currently being implemented throughout the nation are presented in the following chapter. Concentrating on the evaluation issue of how competencies can be assessed, Chapter 5 discusses conditions affecting role based assessment. The final chapter notes that minimum competency testing constitutes a major component of secondary education and that few schools have realized the potential for development. Future implications are suggested. (Author/AEF)

ED 206 236 HE 014 304

Nuver, Millicent E.

The Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980).

Spons Agency-Cleveland State Univ., Ohio.
Pub Date-81
Note-28p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Annotated Bibliographies, Counseling, Disabilities, Females, Foreign Students, Higher Education, Nontraditional Education, *Nontraditional Students, Older Adults, Outcomes of Education, *Reentry Students, *Student Characteristics, *Student Needs

A compilation of data-based literature from 1950 through 1980 on the characteristics and needs of non-traditional students is presented. Non-traditional students are defined as those older than 18-22 years of age/or individuals who, because of special characteristics and needs, have rarely in the past pursued degrees in higher education. The first part of the bibliography covers Research Identifying Non-Traditional Students'' and offers information on student characteristics and needs. Part II, Research on Specific Types of Non-Traditional Students,'' focuses on the following types: graduate, special studies, older adults, women, handicapped, adults (general), and foreign students (English as a second language). Part III, Research on Issues Related to Non-Traditional Students,'' covers the areas of outcomes, counseling, academic/curriculum, and access. It is suggested that colleges and universities will become more interested in the non-traditional student as traditional enrollments continue to decline. Annotations selected for this bibliography were selected from studies that used the most valid samplings for their data and presented information and/or conclusions having significant implications for collegiate educators concerned with non-traditional learners. (LC)

ED 206 298 IR 009 596

Rockman, Ilene F.

Textbook Reviews: Where Are They?

Pub Date-80

Note-21p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Book Reviews, Information Sources, *Periodicals, Scholarly Journals, Textbook Evaluation, *Textbooks

This guide to sources useful for assessing critical commentary about textbooks describes 25 education and education-related journals which contain substantial, consistent coverage of textbook reviews. Entries for each identify title, publication frequency, publisher, title of column used for reviews, grade level and subjects covered, format, reviewers, and where the journal is indexed. This information is also displayed in tabular form. (FM)

Buser-Molatore, Marcia, Comp.

Managing Special Library Collections. A Bibliography and Oregon Union List.

Special Libraries Association, Portland, Oreg. Oregon Chapter.

Pub Date-Jan 81

Note-35p.

Available from-Barbara Chalmers, Oregon Chapter, Special Libraries Association, 219 S.W. Bancroft, Portland, OR 97201 ($2.50).

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Library Administration, *Library Collections, Library Planning, Resource Materials, *Special Libraries, Union Catalogs

Identifiers-*Oregon

Limited to books, this bibliography and union catalog list of the library holdings of 27 Oregon academic, public, government, and special libraries is a selection of resource materials intended to be representative of the concerns of librarians responsible for the management of special libraries and information centers. Organized by subject and including author and title indexes, the bibliography includes works on general library management, archives and rare books, the arts, business, churches and synagogues, government documents, the handicapped, health sciences, law and corrections, maps, minorities, newspapers, nonprint materials, nursing homes, science and industry, and urban planning. Information is also provided on the Oregon Special Library Association consultation service and interlibrary loan. (RAA)

ED 206 363 JC 810 522

Cohen, Edward G.

A Survey of Student Satisfaction and Needs at Queensborough Community College, Part I.

Queensborough Community Coll., Bayside, N.Y.

Pub Date-80

Note-85p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Colleges, Employee Attitudes, *Participant Satisfaction, Questionnaires, School Personnel, School Surveys, Student Attitudes, *Student Characteristics, *Student Needs, Teacher Attitudes, Two Year Colleges, *Two Year College Students

Identifiers-City University of New York Queensborough Comm C

In Spring 1980, Queensborough Community College (QCC) decided to participate in the Reentry Adult Student Program, a project to assist colleges in obtaining information on adult students' needs and objectives. Three survey instruments were used: (1) a survey of student needs, which consisted of 76 items focusing on academic survival skills, personal and social development, instructional patterns, administrative policies, and student support services; (2) a student satisfaction scale, a 66-item instrument which focused on various administrative, supportive, curricular, and instructional aspects of the college environment; and (3) a demographic survey, which collected data on sex, age, marital status, employment, educational hiatus, matriculation, credit load, semesters in attendance, session (day and/or evening), and major field. Findings, based on responses from 2079 students and 344 full-time faculty and staff members, reveal that students were generally satisfied with the library, bookstore, and many aspects of curriculum and instruction, but generally dissatisfied with the registration process and the cleanliness of facilities. Students generally agreed on the importance of job-related courses, speedy registration procedures, flexible course requirements, study areas, bus service, and opportunities to improve study skills and habits. Faculty concurred with students' needs for study skills improvement opportunities and study areas. The questionnaires are appended. (AYC)

ED 206 381 PS 012 337

Cline, Marvin G. And Others

Secondary Analysis of the Data from the Evaluation of the Transition of Head Start Children into Public Schools. Executive Summary.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-28 Nov 80

Contract-DHS/HDS-105-78-1303-Mod. 03

Note-46p.; For related documents, see ED 152 422-423 and PS 012 336.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Early Experience, Economic Status, Ethnicity, Grade 1, Intervention, *Outcomes of Education, Parent Participation, Participant Characteristics, Path Analysis, Predictor Variables, Preschool Curriculum, *Preschool Education, *Program Effectiveness, Statistical Analysis, Teacher Attitudes, Teacher Characteristics

Identifiers-*Project Head Start

The results of the secondary analysis of data obtained in a study of Head Start graduates in the public schools are summarized in this report. Due to unforseen circumstances, the original longitudinal research design was not fully implemented, and the study was constrained to one administration of a test battery to first-grade students. The primary analyses of that data are reported in A National Survey of Head Start Graduates and Their Peers'' (ED 152 422-423); it is recommended that both the original study and the secondary analysis be read sequentially for a coherent picture of the full study. Questions addressed in the secondary analysis focus on (1) Head Start curriculum emphasis, (2) ethnic composition of families served by Head Start, (3) ethnic composition of staff participating in Head Start, (4) Head Start Center sponsoring organizations, (5) parent involvement in Head Start, (6) preschool experiences of children who did not attend Head Start, (7) performance of Head Start children in public schools, (8) teacher perceptions of Head Start children, (9) interrelationships among predictors of child outcomes, (10) characteristics of high-income Head Start families, (11) parent characteristics associated with parent involvement, and (12) length of enrollment as a factor in child outcomes. In conclusion, main results of the transitional study are summarized. (Author/RH)

ED 206 400 PS 012 372

Longtain, Melinda And Others

Southwest Parent Education Resource Center. Final Interim Report, December 1, 1979 to November 30, 1980.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Nov 80
Contract-400-80-0107
Note-407p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Child Rearing, Elementary Education, *Family Structure, Higher Education, Interviews, Measures (Individuals), Models, *Parent Attitudes, *Parent Education, *Parent Participation, Participant Characteristics, *Preservice Teacher Education, Program Content, Questionnaires, Relevance (Education), Surveys, Teacher Attitudes, Values
Identifiers-Parenting, *Personal Construct Theory

Investigations of (1) the extent to which parent involvement training is included in the pre-service training of elementary and preschool teachers, (2) external and mediational influences on parent models of child socialization, and (3) the relevance of parent education programs to changing family structures are reported. Data were gathered from individuals associated with colleges and universities, organizations, and agencies located in the six-state region encompassing Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. All three studies were done by survey questionnaire or by a combination of paper-and-pencil instruments, questionnaires, and structured interviews. For the study of parent involvement training in pre-service education, 575 teachers of elementary education courses completed the survey questionnaire. The study of influences on parent models of child socialization obtained data from members of two parent organizations: Mothers Incorporated and Mothers of Twins. The study of the relevance of parent education programs surveyed the directors of parent education programs of any type and decision makers in other agencies, such as the Junior League and the American Red Cross in the six-state region. Results are discussed. Extensive appendices provide copies of questionnaires, interview schedules, and other measures used; a discussion of personal construct theory; profiles of parent education programs; descriptions of samples; and findings and selected references. (Author/RH)

ED 206 437 RC 012 894

Rural Health in the People's Republic of China; Report of a Visit by the Rural Health Systems Delegation, June 1978.

Public Health Service (DHHS), Rockville, Md.

Report No.-NIH-81-2124

Pub Date-Nov 80

Note-208p.; Some tables may be marginally legible due to small print size. Report based on the visit of the Rural Health Systems Delegation to China, part of the exchange program of the Committee on Scholarly Communication with the People's Republic of China.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 334-098).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Allied Health Personnel, Community Health Services, Cultural Exchange, Family Planning, Folk Culture, Foreign Countries, *Health Programs, *Health Services, Information Dissemination, Information Seeking, Medical Assistants, *Medical Care Evaluation, Medical Education, Mental Disorders, Nurses, *Outreach Programs, Paraprofessional Personnel, Physicians, Preventive Medicine, Professional Personnel, *Rural Population

Identifiers-*China

A 28-day visit to the People's Republic of China during June and July 1978 by the Rural Health Systems Delegation from the United States, sponsored by the Committee on Scholarly Communication with the People's Republic of China, resulted in an exchange of information about rural health policy and planning. Specific areas of emphasis included: common disease patterns; community health; financing of medical care; ambulatory and hospital care; barefoot and traditional doctors;

traditional medicine; training and education of nurses and doctors; surveillance and antiepidemic work; birth planning, diffusion of health and birth planning innovations; and mental illness. Achievements noted were preventive work and antiepidemic services. However, medical records and statistics lacked standardization. Barefoot doctors, paraprofessionals with varied but limited medical training who perform certain health duties, evoked mixed reactions. Blending the old and traditional methods with new and scientific medical techniques produced puzzling aspects. Practitioners of traditional medicine seemed to accept biomedical orientations of Western medicine, yet often employed contradictory approaches. Generally, China was judged as achieving a momentous triumph in caring for its vast rural population. Appendices give the itinerary and hosts in China, contents of medical kits of barefoot doctors, and sample medical forms. (AW)

ED 206 458 SE 035 486

Burnett, Jocelyn And Others
A Product Of Our Times: Mathematics Resource Book K-8.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-81
Note-134p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Basic Skills, Behavioral Objectives, Cognitive Objectives, Educational Objectives, Elementary Secondary Education, *Instructional Materials, Junior High Schools, *Learning Activities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Middle Schools, *Resource Materials, Teaching Methods

This resource publication is primarily intended to aid elementary teachers in bringing each of their students to a higher level of mathematical competency. While the material has been designed for use in grades K-8, parts are considered appropriate for basic skills reinforcement at the secondary level. The document opens with a review of current developments and possible directions in mathematics education, and incorporates lengthy abstracts from the National Council of Supervisors of Mathematics (NCSM) Position Paper on Basic Mathematical Skills.'' The bulk of this work consists of: (1) individual chapters devoted to appropriate teaching activities for grades K-3; (2) combined chapters for grades 4-6 and for grades 7-8; (3) a listing of resources that includes books arranged alphabetically by author, a list of publishers, and directories of periodicals and special resources; and (4) a reader evaluation form for the document. Each chapter on activities opens with an index list of behavioral objectives, and the content pairs each stated objective with detailed information on how to conduct a corresponding class activity. (MP)

ED 206 569 SP 018 139

Clark, E. K. And Others

Self-Perceived Sex Role and Female Involvement in Sport.

Pub Date- 79
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Androgyny, *Competition, Females, *Role Perception, *Self Evaluation (Individuals), *Sex Role, *Womens Athletics

Since the mid 1970s, studies measuring self-perceived sex roles of athletes and nonathletes have, in general, supported the notion of androgyny, and have found that female athletes who have engaged competitively in sports have not necessarily lost their perceived femininity. Subjects for this survey were 657 females older than 15 years who were engaged in various competitive levels of diving, golf, swimming, and volleyball. A 4(sport) x 3(levels of competitiveness) x 4(age) factorial was employed. The dependent variables were the masculine, feminine, and androgynous sex role scores as measured by the revised Bem Inventory (1979). Multivariate analysis revealed a significant composite score for level of competitiveness. Univariate analysis revealed significant differences for masculine scores only. Although masculine scores varied significantly across sports and levels of competitiveness, they were consistently lower than the feminine scores recorded. Results from this study suggest that the females surveyed maintained a stronger feminine than masculine perception of themselves regardless of their level of competitive involvement in sport. (Authors/FG)

ED 206 590 SP 018 785

Hertz-Lazarowitz, Rachel And Others

Student-Student Interaction in the Classroom: A Naturalistic Study.

Pub Date-Aug 81
Note-24p.; Paper presented at the Summer Workshop of the Association of Teacher Educators/Institute for Research on Teaching (East Lansing, MI, August 2-5, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Behavior Patterns, *Class Organization, Cooperation, *Helping Relationship, Interaction, *Science Instruction, Secondary Education, *Social Behavior, Student Behavior, Teaching Styles, *Time on Task

This study focused on social and cooperative behavior in traditional science classrooms. Students in 30 junior and senior high school science classes were observed in terms of the amount of time spent on task, or time spent concentrating on the lesson. The physical organization of the classroom, the instructional style of the teacher, and the subject taught (biology, general science, chemistry, and earth science) were taken into consideration by the observers. Helping behavior, as distinguished from social or cooperative behavior, was most frequently observed in biology classrooms, predictably in laboratory work. Students apparently interpreted the laboratory situation as legitimate for helping or working with each other. Helping instances centered mainly on requests for information such as definitions of terms or clarification of the assignment. Cooperation and interaction between students was rarely found during lectures, although social interactions did occur during these periods. A discussion is presented on the value of cooperative interaction between students and its effect on academic achievement, particularly in the science classroom. (JD)

ED 206 612 SP 018 863

Parkay, Forrest W.

A Person-Centered, Inquiry Oriented Approach to Teaching Basic Skills.

Pub Date- 78
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Classroom Environment, Critical Thinking, Discussion (Teaching Technique), Elementary Secondary Education, *Empathy, Learning Readiness, Relevance (Education), *Student Motivation, Student Needs, *Student Teacher Relationship, *Teacher Response, Teaching Methods

To create the conditions necessary for students to learn basic skills, teachers should facilitate interpersonal situations that will encourage learning. Teachers should operate less on a defensive basis and allow more student-teacher involvement, careful thinking, and demonstrated relevance of knowledge to create a dynamic learning environment. Teachers must accept the risk of initiating discussions on controversial subjects. After an acceptant, supportive classroom environment has been achieved, personal and group goals are considered so that class activities can be shaped in a familiar context. While lists of student goals and interests can give a certain amount of impetus to instruction, if the teacher is unwilling or afraid to listen carefully to students, student interest and commitment will not be sustained. By using insights drawn from continuous feedback, a sensitive teacher is able to be increasingly effective in providing students with a relevant learning experience. (FG)

ED 206 656 TM 810 548

Tobin, Kenneth G. Capie, William

An Empirical Investigation of the Stability of Variance Components and Dependability Coefficients Derived from Teacher Performance Data.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Analysis of Variance, Competence, *Teacher Evaluation, Teaching Skills

Identifiers-*Generalizability Theory, Sample Size, *Teacher Performance Assessment Instruments

Teacher performance data was used in this investigation to determine whether the stability of variance components and generalizability coefficients could be obtained by increasing sample sizes. A section of the Teacher Performance Assessment Instruments (TPAI) was utilized to assess 2 competencies for each of 750 teachers Each competency, defined by five performance indicators rated on a five point scale, was evaluated twice. Three sets of analyses were performed for each competency: the number of teachers was increased in increments of 50-700; 5 replications based on data from 50 teachers and; 5 replications based on data from 150 teachers. Variance components and frequency of negative variance components were estimated for each analysis and generalizability coefficients calculated for each teaching competency. Results indicated that stability increased as the sample size increased. A minimum of 150 teachers appears to be required in order to obtain stable variance components and generalizability coefficients and to maintain the number of negative variance components. (AEF)

ED 206 696 TM 810 597

Peters, Eileen

Basic Skills Improvement Policy Implementation Guide No. 3: Standards-Setting Manual. Revised Edition.

Educational Testing Service, Brookline, Mass.
Spons Agency-Massachusetts State Dept. of Education, Boston.
Pub Date-Mar 81
Note-66p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills, *Cutting Scores, Judges, Listening Skills, Mathematics, *Minimum Competency Testing, *Policy Formation, Reading Skills, *Scoring Formulas, Secondary Education, Verbal Ability, Writing Skills
Identifiers-Angoff Methods, Borderline Group Method, Contrasting Groups Method, Massachusetts, Nedelsky Method

The Massachusetts Policy on Basic Skills Improvement was formulated to help students master basic skills prior to high school graduation. The aim of this guide is to assist local districts in complying with the policy's requirements for the setting of minimal standards according to levels of achievement students are expected to reach on stated objectives. Four methods are recommended as acceptable standard setting procedures: the Angoff and Nedelsky methods, which are based upon judgments concerning the test items; and the Borderline Group and Contrasting Groups methods; which require judgments concerning the mastery status of the students taking the test. Each procedure is outlined and its appropriateness, advantages and disadvantages documented. Guidelines for selecting judges, and interpreting, using and monitoring standards are also provided. Since regulations do exist which govern standard setting and reporting, information is included on how to include parents, employers, secondary school students, public representatives, teachers and administrators in the standard setting procedure: in defining minimally acceptable performance prior to standard setting; serving as judges rating expected performance; reviewing proposed standards; and comparing standards derived from various methods. Sample student rating forms and judges recording forms are presented and the contrasting groups method paradox is discussed in the appendixes. (AEF)

ED 206 716 TM 810 622

Peck, Robert F.

Coping Styles and Achievement: A Cross-National Study of School Children. Volume I of V Volumes: The Theory, Design, and Validation Results.

Texas Univ., Austin.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin.

Bureau No.-HRD-167-65

Pub Date-Mar 81

Contract-OE-5-85-063; TEA-29390

Grant-NIE-G-80-0116

Note-1,171p.

Pub Type- Reports - Research (143)

EDRS Price - MF09/PC47 Plus Postage.

Descriptors-*Competence, *Coping, *Cross Cultural Studies, Elementary Secondary Education, Foreign Countries, *Models, Problem Solving, Student Attitudes, Student Motivation, *Test Construction

Identifiers-Brazil, England, Illinois, Italy, Japan, Mexico, Texas, West Germany, Yugoslavia

This study undertook to develop an improved conceptual system for explaining effective behavior; to build reliable measures of the components of that behavior; to develop and apply the measures internationally; and to validate the measures and concepts against objective criteria of achievement. An eight-nation team defined three sets of components of effective behavior: a sequence of coping actions; feelings and attitudes that facilitate effectiveness; and the intensity and particular kinds of motives for performing effectively. These elements are attained separately, though interactively, in five areas of behavior: achievement, peer relations, authority relations, and managing anxiety and coping with aggression. Projective, self-report, and peer rating instruments were developed with semantically equivalent editions in English, German, Japanese, Brazilian Portuguese, Slovenian and Mexican Spanish; and were given to boys and girls, age 10 and 14, in Sao Paulo, London, Milano, Tokyo, Mexico City, Austin, Texas, Chicago, Illinois, Ljubljana, Hanover, Heidelberg and Koblenz, West Germany. The conceptual system was supported. Coping skills did significantly affect achievement; and skill in the other areas of behavior also affected achievement. Strength of motivation proved a powerful, universal predictor of achievement. The kinds of motives for working significantly predicted achievement, but idiosyncratically in each country. (Author/BW)

ED 206 759 UD 021 587

Hauser, Robert M.

The Structure of Social Relationships: Cross-Classifications of Mobility, Kinship, and Friendship.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency-Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; National Inst. of Mental Health (DHEW), Rockville, Md.; Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.-CDE-80-15

Pub Date-Jul 80

Grant-MH-06275

Note-102p.; Some pages may be marginally legible due to small size type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Interpersonal Relationship, *Models, *Statistical Analysis

Identifiers-*Cross Classification Approaches

A multiplicative (loglinear) model for square tables or other cross-classifications is helpful in locating cells where counts are relatively dense or sparse. This model helps to eliminate the confounding prevalence and interaction effects. It yields a parsimonious set of parameters which describe the table, and goodness of fit can be assessed with standard inferential procedures. A multiplicative specification which fits a particular cross-classification may be obtained in several ways. The model is illustrated using data on the occupational mobility of American men, on the educational attainment of Wisconsin sibling pairs, and on the occupations of male Detroit friendship-pairs. (Author/MK)

Jochums, Brenda L.

Using Content Analysis as a Formative Technique in a Self-Correcting Production Process.

Pub Date-17 Apr 81
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 17, 1981). For a related document, see ED 176 799.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Analysis, *Data Collection, *Educational Television, *Evaluation Methods, *Formative Evaluation, Intermediate Grades, Sampling, Summative Evaluation, Tables (Data)
Identifiers-*ThinkAbout (Television Series)

The research reported includes a profile of all sixty ThinkAbout programs with respect to demographic balance, personal/social behaviors portrayed by major characters, and value-laden content. The profile is a summation across a 5-stage content analysis which was integrated with other formative evaluation techniques in the three year ThinkAbout production process. Emphasis is given to the unique contribution of the content analysis data in comparison to other formative evaluation strategies. While the traditional ThinkAbout formative strategies provided information about possible changes within a specific product unit, the ThinkAbout content analysis system was devised to provide continuity of information, and to feed information forward to the development of future program units in the series, monitoring concept, and illuminating needs for changes or improvement. A list of 12 references is included. (Author/CHC)

ED 206 634 TM 810 488

Stiggins, Richard J.
Strategies for Optimizing and Documenting the Quality of Oral and Practical Examinations in Medical Education.
Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Apr 81
Grant-400-80-0105
Note-14p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Allied Health Occupations Education, *Evaluation Criteria, *Medical Education, Occupational Tests, *Performance Tests, *Test Construction
Identifiers-*Oral Examinations

Procedures are suggested for developing and using oral and/or practical assessment for the certification of professional competence in the health-care professions. Specific guidelines are offered for (1) deciding when to use oral or practical examinations, (2) developing sound examinations, and (3) evaluating the psychometric adequacy of developed oral and practical examinations. Evaluation criteria include appropriateness of test specifications, reliability, validity, and appropriateness of scoring procedures. Procedures are suggested for gathering, analyzing, and interpreting data relevant to each of these criteria. Responsibilities of test developers and test users are outlined with respect to each criterion. (Author)

ED 206 781 UD 021 648

Gilg, James E. Greenspan, Stephen

A Normalized'' Educational Alternative for High-Risk Youth: Description and Rationale of the Boys Town Urban Program.

Pub Date-May 81
Note-43p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Alienation, Discipline Policy, *Educational Attainment, *High Risk Students, *Nontraditional Education, *Program Implementation, Secondary Education, Self Concept, *Youth Problems
Identifiers-*Boys Town Urban Program, Nebraska (Omaha)

This paper describes an alternative approach to educating high risk youth, developed in Omaha, Nebraska, and known as the Boys Town Urban (BTU) Program. The BTU Program includes four components: (1) a normalized school setting; (2) a concretized credit system; (3) a focused discipline policy; and (4) a responsive services approach. A rationale for the program is developed in this paper by demonstrating how each of the four components is intended to achieve three important outcomes: (1) increased likelihood of school completion; (2) enhanced self esteem; and (3) diminished alienation. Finally, the paper discusses some of the issues which might be faced by educators interested in implementing this alternative educational model in other communities. These issues include private vs. public operation, finances, teacher qualifications, program evaluation, and program adaptability. A bibliography of relevant materials is attached. (Author/APM)

ED 206 254 HE 014 369

Slesnick, Frank
Bellarmine College Alumni Survey.

Bellarmine Coll., Louisville, Ky.
Pub Date-Nov 80
Note-136p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Alumni, *Career Choice, *College Graduates, Educational Benefits, Education Work Relationship, Employment Experience, *Employment Opportunities, *Graduate Study, Graduate Surveys, Higher Education, Institutional Research, *Job Satisfaction, Majors (Students), Occupational Aspiration, Occupational Surveys
Identifiers-*Bellarmine College KY

Alumni of Bellarmine College, Kentucky, who had obtained B.A. or B.S. degrees from 1974 to 1978 were surveyed in 1979. Areas of assessment were as follows: majors, desired occupation at time of graduation, attendance at graduate school, present employment status, jobs held by respondents, reasons why respondents chose their present jobs, difficulties encountered in obtaining a job, importance of a degree from Bellarmine, and job satisfaction. Overall, 70 percent of the respondents indicated that they would repeat their major if they could begin college again. However, with the exception of psychology majors, those in the social science and humanities divisions were least likely to want to repeat their majors. Half of the men wished to become either accountants or executives at the time of graduation, while one-fourth of the women wished to become elementary school teachers. There was a fairly close correspondence between desired and actual occupations. Slightly more than one-third of the respondents had attended graduate school, and about 70 percent of those attending graduate school had obtained or were pursuing M.A. or M.B.A. (masters of business administration) degrees. Approximately 85 percent of the respondents were working full time, and 57 percent were employed by private industry. Education was the next most important employer category, followed by government. Men were more often employed in private industry, while women were more often employed in education. About 65 percent of respondents indicated no difficulty obtaining a job, about 28 percent had some difficulty, and about 7 percent had a great deal of difficulty. A sample survey form is appended. (SW)

ED 206 299 IR 009 597

Duchesne, R. M. And Others
Towards More Effective Nationwide Library and Information Networking in Canada. Final Report of the Canadian Computerized Bibliographic Centre Study. 1980-03-03.
National Library of Canada, Ottawa (Ontario).
Report No.-ISBN-0-662-10982-1
Pub Date-Mar 80
Note-105p.
Available from-Minister of Supply and Services, Ottawa, Ontario, Canada (SN3-134/1980E).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Databases, *Information Networks, Information Services, *Information Systems, Library Cooperation, *Library Networks, Library Role, *National Libraries, *Online Systems, Publicity, Standards
Identifiers-*Canada, *Machine Readable Bibliographic Databases

The two purposes of this report are to present concrete proposals related to the need for the National Library of Canada to facilitate the development of nationwide bibliographic and associated communications networks, and to outline the relevant network concepts assumed in framing the nine recommendations and the related implementation proposals that are presented. These proposals are intended to serve as an early practical step towards a wider and more complete nationwide library and information network in the longer term. Notes and references are provided for the three major chapters, as well as an implementation chart with timelines and a network flowchart. Discussion of long term trends and needs for Canadian library and information networking and notes on European and U. S. arrangements to promote nationwide and community-wide networking are appended. (Author/RAA)

ED 206 483 SE 035 558

Buskirk, E. Drannon, Jr.

Multiple Use. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-33p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, *Community Planning, *Environmental Education, Nonschool Educational Programs, Postsecondary Education, Recreation, *Recreational Facilities, Science Education, *Waste Disposal, Water Resources

Examined is the use of wastewater treatment facilities for recreation, education, and open space. Objectives of the learning session described in this instructor's manual are to: (1) introduce opportunities for multiple use, (2) identify areas for citizen input in facility planning and design, and (3) provide criteria for determining local needs and involvement. As part of the Working for Clean Water Project, a slide-tape program for this unit is also available. These materials are designed for citizen advisory groups interested in improving decision making in water quality planning. (Author/WB)

ED 206 509 SE 035 615

Ganiel, Uri Hofstein, Avi

Objective and Continuous Assessment of Student Performance in the Physics Laboratory.

Pub Date-Apr 81
Note-23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Observation Techniques, Comparative Analysis, *Performance Tests, Physics, Science Education, *Science Laboratories, Secondary Education, Secondary School Science, *Skill Development, *Student Evaluation, Teacher Attitudes, *Test Construction, Videotape Recordings
Identifiers-*Science Education Research

Results of a study conducted to develop and validate an instrument for objective and continuous assessment of student performance in the physics laboratory are reported. Two modes of teacher assessment of student performance were compared: (1) video-tape recording of two students performing experiments; and (2) an instrument for continuous, objective assessment of student performance. Results include findings that teachers using the instrument considered all student skills and that greater uniformity in assessment was achieved. An attitude assessment revealed that teachers demonstrated a high positive attitude toward use of the instrument. (Author/CS)

Weinstock, Ruth
Arts in the Curriculum.
Arts, Education, and Americans, Inc., New York, N.Y.

Spons Agency-Alcoa Foundation, Pittsburgh, Pa.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Endowment for the Arts, Washington, D.C.
Report No.-AEA-8
Pub Date-81
Note-22p.; For related documents, see ED 196 745-747, SO 013 407-409 and SO 013 547-548. Photographs may not reproduce clearly from EDRS in microfiche.
Available from-The Arts, Education and Americans, Inc., 10 Rockefeller Plaza, New York, NY 10020 ($2.00, quantity discounts available).
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Art Education, *Curriculum Development, Educational Needs, Elementary Education, *Fine Arts, *Integrated Curriculum, Interdisciplinary Approach, Program Descriptions

This monograph, part of an ongoing series, discusses the need for school arts programs and provides some examples of how the arts can be infused into the regular curriculum at the elementary level. Support systems for such programs are also discussed. Properly conceived, the arts constitute a great integrating force in the curriculum. To achieve such an end they must be viewed as a component of every discipline. The arts are the responsibility of all teachers. Examples of how the arts are being infused into the curriculum in various schools are included. For example, at the Grover Elementary School in Marblehead, Massachusetts, the harpsicord and its music are studied in physics, shop, social studies, and language arts courses. The science and shop teacher demonstrates how the harpsichord sound is produced. Relating the discussion to the basic principles of sound, a study unit in physics is introduced. In shop, students make their own monochords. They learn how design affects change in tone and how materials affect the quality of sound. In social studies, students learn about the composers Bach, Handel, and Scarlatti, social conditions, musical taste, and articistic decoration of the 17th and 18th centuries. The monograph concludes with a discussion of support systems including, regional, districtwide, and statewide systems. (Author/RM)

ED 206 548 SO 013 579

Grady, Walteen And Others

Sex Equity Resource Directory for the District of Columbia Public Schools.

American Univ., Washington, D.C. Educational Equity Inst.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 80
Grant-G007903610
Note-157p.; For a related document, see SO 013 580. Best copy available.
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Career Awareness, Community Resources, Elementary Secondary Education, *Females, Feminism, Library Materials, Males, Resource Materials, *Sex Bias, *Sex Fairness, *Womens Studies

This directory is a guide to K-12 sex equity resources available in the District of Columbia Public Schools and in the Washington, D.C. Metropolitan area. Without educational sex equity, children's aspirations and their entire lives may be limited unnecessarily by the sex stereotypes that prevent them from developing their full potential. There are a number of sections to the directory listing. The first section cites resource mini collections containing books, records, games, posters, and photographs for use in grades K-9. The mini collections are located in 21 D.C. elementary and junior high schools. Section two lists materials in the sex equity core collections. Each core collection is centrally located and contains all of the material in the mini collections plus selected additional audiovisual and print resource materials, including several audiotapes, filmstrips, and two films. The next three sections describe various services provided by the Equal Employment Opportunity Office, the Research Information Center, and the Educational Media Center Film Library. The sixth section describes community and organizational resources. The directory concludes with a listing of participating schools and educators, a subject index, and a target population index. (Author/RM)

ED 206 738 TM 810 692

Yu, Howard K. Berliner, David C.

Encoding and Retrieval of Information from Lecture.

Pub Date-Apr 81

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advance Organizers, Cues, Higher Education, *Learning Processes, *Lecture Method, *Recall (Psychology), Recognition (Psychology), *Review (Reexamination)

Identifiers-*Encoding (Psychological), Note Taking, Outlining

Four different methods for attending to a lecture were studied: listening, listening with an outline, note-taking, and note-taking with an outline. Each method was designed to influence the learner's level of processing and, therefore, to effect the encoding and retrieval of information from a lecture. In addition, the effects of no review or review after a lecture and no review or review before a test were also studied. The experiment used an intentional learning paradigm. Comprehension was measured by multiple choice recognition and short-answer recall tests given three weeks after lecture instruction. Statistically significant findings provide evidence that the level of processing is an important variable in learning from lecture. Other findings, though not statistically significant, lend support to both the external storage hypothesis and the encoding specificity hypothesis, which are the two major theories that are used to explain why lecture notes or outlines may be advantageous. Implications of these findings are discussed. (Author/GK)

ED 206 237 HE 014 306

Swanson, Kathryn

Affirmative Action and Preferential Admissions in Higher Education.

Pub Date-81

Note-336p.

Available from-Scarecrow Press, Inc., 52 Liberty St., P.O. Box 656, Metuchen, NJ 08840 ($17.50).

Pub Type- Reference Materials - Bibliographies (131) - Reports - General (140) - Books (010)

Document Not Available from EDRS.

Descriptors-*Affirmative Action, Annotated Bibliographies, *College Admission, *Community Attitudes, *Court Litigation, Desegregation Litigation, *Educational Legislation, Equal Education, Government School Relationship, Higher Education, School Community Relationship, *Selective Admission, Sex Fairness

Identifiers-Bakke v Regents of University of California

The literature on affirmative action and preferential admissions in higher education from 1970 to the present is reviewed in this annotated bibliography. The three parts focus on: (1) The Law and the Courts; (2) The Academic Community Response; and (3) The Philosophical Debate. Each section is preceded by an extensive introduction that analyzes competing arguments on affirmative action and preferential admissions in higher education. The section on the law and the courts is divided into major legislation, executive orders, and federal regulations pertaining to affirmative action, race, and sex discrimination in institutions of higher education; U.S. government publications; court cases; and notes on the sources. Entries in the section on the academic community response debate whether affirmative action is necessary, legitimate, and meets meritorian standards of higher education. The philosophical debate section revolves around conflicting interpretations of the meaning and nature of justice and equality. A total of 1,181 numbered entries list and describe government collections. Material is also included from ERIC (the Educational Resources Information Center). Separate name and title indexes are provided. (LC)

ED 206 324 IR 009 639

Coon, Carol, Comp. Powers, Audrey, Comp.

A Directory of Special Collections and In-House Indexes in Northern California Libraries.

San Francisco Public Library, Calif. Bay Area Reference Center.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Apr 81
Note-75p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Indexes, *Library Collections, Library Networks, Public Libraries, State Libraries, Subject Index Terms
Identifiers-*California

Compiled from information supplied by the California State Library and by the ten library systems served by the Bay Area Reference Center, this directory covers indexes generated by libraries, as well as special collections and large subject collections in Northern California libraries. The main section of the publication is arranged alphabeticaly by subject; entries consist of a brief annotation for the index or special collection, description of format, years covered, whether it is on-going, whether it is reference or circulating, if photocopying is possible, and the type of assistance the library will provide. The final section lists libraries that contributed information; it is arranged alphabetically by system, then by library, and contains all subject headings used for the systems' collections and in-house indexes. (Author/FM)

ED 206 344 JC 810 484

The Montgomery College Student: A Profile of the Students Enrolled at Montgomery College during the Fall Semester of 1980.

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date-Mar 81
Note-207p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Age, College Transfer Students, Community Colleges, Day Students, Employment, Ethnic Groups, Evening Students, Females, General Education, Males, Multicampus Districts, Noncredit Courses, Place of Residence, Regional Characteristics, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Vocational Education

This six-part report presents a profile of the students enrolled at Montgomery College (MC) in Fall 1980. The students are described in terms of age, sex, race, residence status, country of origin, residence by postal zone, high school attendance, date of high school graduation, date of MC admission, credit hours earned at MC, class (e.g., freshman), receipt of veteran's benefits, curriculum major, credit hours of enrollment, employment status, and graduation plans. Where significant differences exist, students enrolled during the day and evening are compared, and, in some cases, Fall 1980 students are compared with Fall 1979 students. The six major sections of the paper cover: (1) MC as a whole; (2) Germantown campus; (3) Rockville campus; (4) Tacoma Park campus; (5) off-campus credit enrollment; and (6) community services non-credit enrollment. The data reveal that, during Fall 1980, 17,515 students were enrolled in credit courses; 36% were enrolled in career programs, 25% in transfer programs, and 38% in general education programs. An additional 10,877 students were enrolled in non-credit community services courses during 1980. An analysis of the trends indicates that compared to students enrolled in the early 1970's, students were more likely to be female, older than 25, and enrolled for fewer than 12 credit hours of study. (AYC)

ED 206 421 RC 011 921

FitzSimmons, Michael
Outdoor Human Relations Program, 1979-80: Sixth Grade Mansfield School District, Ohio.
Pub Date-80
Note-61p.
Available from-Mansfield City Schools, 53 West Fourth St., Box 1448, Mansfield, OH 44902 (free; 2 or more copies, $1.00 ea.).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art Activities, Behavioral Objectives, *Day Camp Programs, *Environmental Education, Experiential Learning, *Field Trips, Grade 6, Group Activities, *Human Relations, Intermediate Grades, *Learning Activities, Learning Modules, Outdoor Activities, *Outdoor Education, Recreational Activities, Science Activities
Identifiers-Ohio

Environmental education and interpersonal skills are stressed in this guide for an outdoor education program that features day trips to a rural camp in Ohio. Written for grade six, the guide contains a student handbook for camp activities followed by a brief section for teachers. The student handbook begins with the program goals, a map of the camp, the schedule and rules, and brief descriptions of local Indian tribes. The remainder of the student section contains background information and instructions for 14 outdoor activities including art, birdwatching, building a camp shelter, canoeing, compass orienteering, outdoor cooking, nature walks, rock identification, cross country skiing, trapping, weather forecasting, and a ropes course. Illustrations, diagrams, and worksheets are provided with each activity. The teacher's portion of the guide states the classroom teacher's responsibilities in the outdoor program, lists films and games to supplement the camp program, and provides teaching suggestions for three outdoor activities: weather study, an art project using natural pigments, and bird watching. Behavioral objectives are included for each activity along with lists of equipment and supplies and suggestions for preparatory and follow-up work in the classroom. (JH)

ED 206 459 SE 035 487

Stoddard, Eleanor Siegel, Ruth

Federal Funds for Research and Development, Fiscal Years 1979, 1980, and 1981. Volume XXIX. Final Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-81-306
Pub Date-Mar 81
Note-59p.; For related document, see ED 199 098. Contains graphs which may not reproduce well.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Annual Reports, Budgeting, College Science, Federal Aid, *Federal Government, Federal Legislation, *Financial Support, Government Role, Institutional Research, Research, *Research and Development Centers, *Scientific Research, Universities
Identifiers-*Research and Development

The 29th in a series that covers Federal research and development (R&D) funding as it evolves from one budget cycle to the next, this report discusses agency R&D funding levels for fiscal year 1981. This analysis reports relative changes in broad R&D and basic research categories, 1981 compared with 1980, and also some agency changes as indicated in the 1982 budget, as revised by the new administration in March, 1981. Areas chosen for special consideration in this report are among those frequently connected with current issues in science and technology. (Author/CS)

ED 206 591 SP 018 788

Austin, Terri L. Cage, Bob N.

Personality Influences on Student and Cooperating Teacher Attitudes Toward Teaching.

Pub Date-Nov 80
Note-12p.; Paper presented at the Mid-South Educational Research Meeting (New Orleans, LA, November 14, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperating Teachers, Higher Education, *Personality Traits, *Student Teachers, *Teacher Characteristics, *Teacher Evaluation, *Teacher Influence
Identifiers-Jung (Carl G)

This investigation related Jungian personality types of student and cooperating teachers to their attitudes and student teacher evaluations. A random sample of 124 pairs of student teachers and cooperating teachers was used. Each participant was administered the Myers-Briggs Type Indicator (MBTI) and the Minnesota Teacher Attitude Inventory (MTAI). Analyses that matched the extroverted-introverted and the sensing-intuitive personality indices showed that student teacher ratings were similar regardless of the personality type of the cooperating teacher. Expressed teacher attitude (MTAI) was shown to vary significantly across personality preferences (MBTI). In both the student teacher and the cooperating teacher samples, intuitive and feeling types were significantly more positive than any other subgroups. (Authors/FG)

ED 206 613 SP 018 864

Broom, Eric F.

Meeting the Educational and Sporting Needs of the Elite Young Athlete: A Comparison of National Organisational Models.

Pub Date- 80
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Athletes, Athletic Coaches, *Capitalism, *Communism, Curriculum Design, Elementary Secondary Education, *Foreign Countries, Gifted, Physical Education Facilities, Self Actualization, *Talent Development, Talent Identification, *Training Methods

Models developed in various countries to meet the dual needs for education and training of the highly talented young athlete are examined. It is the policy in socialist countries to bring together the best available resources in young sports talent, coaches, and facilities. Programs are structured to ensure that the youngsters who attend the sports schools can adhere to heavy training schedules, and at the same time obtain an education suited to their aptitude and career objectives. The overall objectives of these elite athletic programs are to develop world class athletes, to further the development of elite coaches, and to balance these with intellectual and social development. A comparison is made between these schools and those of Western Europe and North America where many talented youngsters are excluded from elite sport training because of heavy fees, lack of time, and training costs. Examples are given of attempts in England and France to emulate the socialist balance between development of talent and academic excellence. It is pointed out that countries which successfully combine education and training are more likely to retain the interest of talented young athletes and produce a more socially balanced human being. (JD)

ED 206 635 TM 810 498

Marsh, Herbert W. Hocevar, Dennis

Confirmatory Factor Analysis and Anova Analyses of Multitrait-Multimethod Matrices.

Pub Date- 80
Note-48p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analysis of Variance, *Comparative Analysis, Evaluation Methods, *Factor Analysis, Self Evaluation (Individuals), Statistical Significance, Student Evaluation of Teacher Performance, Teacher Effectiveness, Test Validity
Identifiers-*Confirmatory Factor Analysis, *Multitrait Multimethod Techniques

Campbell and Fiske (1959) developed four criteria of construct validity when measures of more than one trait are obtained with more than one method. In this study these criteria are compared with two other procedures an analysis of variance (ANOVA) model and confirmatory factor analysis for analyzing multitrait-multimethod (MTMM) data. The principle advantage of the ANOVA model is a convenient summary and test of convergent, divergent and method/halo effects. However, the limitations of this approach are even more numerous than those encountered with the Campbell-Fiske criteria, and so the ANOVA approach should only be used to supplement other procedures. Confirmatory factor analysis provides a direct test of the statistical significance and importance of various trait and method factors. The size of factor loadings provide a convenient description of the magnitude of method and trait effects. By constraining various parameters the researcher may formulate and test alternative configurations of method and trait factors. Consequently, confirmatory factor analysis offers the advantages of both the other approaches without many of their limitations, and is the recommended procedure for analyzing MTMM data. (Author/BW)

ED 206 676 TM 810 573

Gowin, D. Bob Green, Thomas

The Evaluation Document: Philosophic Structure. Research on Evaluation Program Paper and Report Series.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-NWREL-EP-RA38

Pub Date-Aug 80

Contract-400-80-0105

Note-66p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Principles, *Evaluation, *Philosophy, *Values

Identifiers-*Concept Mapping, *Conceptual Analysis, QUEMAC Value

What is the nature of value and how can one identify the value claims made in evaluation documents? What is the proper philosophic basis for the treatment of values in evaluation? These and related concerns are addressed in this report. It is suggested that evaluation documents have a structure of claims or a conceptual design, and that, by means of philosophic analysis the philosophical assumptions may be revealed and the philosophical grounds for evaluation understood. Part 1 provides a systematic method for analysis of claim structures. The method is QUEMAC Value. QUEMAC is an acronym of six elements related to evaluation documents: question; unquestioned assumptions; event/object; method; answer/claims; concept/conceptual structures. The method and the associated technique of concept mapping are shown to be valuable in the construction of a document's philosophy and as aids to reveal the source and meaning of criteria of excellence. A Headstart program evaluation document is analyzed to illustrate the method. Philosophic questions growing from concern with the key concept of value are probed in Part II. Specific issues dealt with are: utilitarianism and evaluation; educational value; the distinction between value'' and having values''; and the virtue/function claim. (Author/AEF)

ED 206 275 IR 009 537

Library Access. A Directory of Public Library Resources and Services for People with Disabilities in Ohio.

Ohio State Library, Columbus.
Pub Date-81
Note-38p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accessibility (for Disabled), Charts, *Disabilities, Learning Disabilities, *Library Services, Library Surveys, *Older Adults, Outreach Programs, Physical Disabilities, *Public Libraries
Identifiers-*Ohio

This directory in chart form identifies Ohio public library services and resources which can be used by people with vision, hearing, mobility, and learning impairments, and those isolated because of illness or age. Data were gathered from a survey of 226 public libraries in March 1980. Introductory information summarizes the responsibility of the State Library of Ohio for library service to people with disabilities and to older people, lists the counties served by the two regional libraries for the blind and physically handicapped, and defines the items listed under the following categories on the charts: services offered by libraries, services for the deaf and hearing impaired, materials and equipment, and building access features. Arrangement of the charts is alphabetical by county and location of library. (Author/FM)

ED 206 364 JC 810 527

User's Guide to Educational Marketing: A Practical Approach for Responding to Community Needs.

Portland Community Coll., Oreg.

Pub Date-81

Note-56p.; Prepared by the Institute for Community Assistance.

Available from-Portland Community College, c/o The Institute for Community Assistance, 12000 S.W. 49th Avenue, Portland, OR 97219 ($8.95).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges, *Contracts, *Delivery Systems, *Fees, Followup Studies, Inplant Programs, *Outreach Programs, *Program Development, Program Evaluation, Publicity, School Business Relationship, *School Community Programs, School Community Relationship, School Registration, Textbooks, Two Year Colleges

Developed by Portland Community College's (PCC's) Institute for Community Assistance, this guidebook provides checklists of steps that need to be followed in the development and delivery of new, experimental, and custom-designed programs for the community. The booklet begins by explaining the function of the Institute in assisting PCC staff in developing programs for the public and private sectors. It then covers 14 major topics: (1) identifying target customers in the private, public, non-profit, and small busines sectors; (2) planning for the first contact with the potential customer; (3) sitting down with the customer and assessing the educational and training needs of the organization; (4) assessing PCC's ability to deliver the services requested; (5) pricing the service; (6) writing a special agreement for contracted services; (7) promoting and publicizing the program; (8) arranging for textbooks; (9) dealing with employment, facilities, equipment, and support services requirements; (10) checking last minute details; (11) registering the students; (12) billing the customer; (13) evaluating the program; and (14) conducting a customer follow-up. Appendices provide a tuition pricing schedule, a sample special agreement for contracted services, and sample employment, registration, evaluation, and scheduling forms. (AYC)

ED 206 401 PS 012 373

Banta, Mary Ann
Unit Blocks: A Curriculum for Early Learning.
Pub Date-1 Aug 80
Note-23p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, *Discovery Learning, Early Childhood Education, *Manipulative Materials, *Play, *Teacher Role, Teaching Guides, *Young Children
Identifiers-*Blocks

Teachers can use unit blocks as tools for directed learning activities, or blocks can be reserved for children's discovery learning experiences. To use unit blocks for discovery learning, children need adequate, protected space and sufficient, uninterrupted time. Given opportunities for free play with unit blocks, children progress through seven observable stages of involvement. At the first stage very young children carry blocks around the room specifically for the purpose of carrying blocks around the room. At the second stage children place blocks in horizontal rows or vertical towers. At the third, fourth, and fifth stages children bridge separate blocks, enclose space, and embellish simple constructions. At the sixth stage the child names the block construction, and it becomes the center of dramatic play. At the seventh stage preschool children reproduce actual structures with which they are familiar. Primary school students can progress to an eighth stage, first involving planning on paper and then implementing the plans with the blocks. By using unit blocks children develop language skills, self-awareness, and understanding of the physical properties of objects. Additionally, teachers can directly and indirectly introduce vocabulary words, such as those contained in the Peabody Picture Test, into the context of block play. (Author/RH)

ED 206 438 RC 012 895

Woodburn, Patricia A. Young, William J.

P.L. 94-142 and Rural Area Schools: A Case for Consortium.

Douglas Education Service District, Roseburg, Oreg.
Pub Date-12 Oct 80
Note-24p.; Paper presented at the Rural/Regional Education Association National Conference (Portland, OR, October 12-14, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Consortia, *Cooperative Programs, *Disabilities, Elementary Secondary Education, Federal Aid, Federal Legislation, Handicap Identification, Program Administration, Program Development, Program Implementation, *Rural Areas, Rural Education, School Districts, *Special Education, State Legislation, Student Evaluation
Identifiers-*Oregon, *Public Law 94 142

A consortium was organized in 1977 to assist 16 school districts, covering 5,100 square miles and including 19,000 students in a largely rural part of Oregon, to comply with Public Law 94-142 which requires provision for appropriate public education for the estimated 12% of the school population who are handicapped. Problems making it difficult for small districts to provide services were typical of other rural areas and included: (1) large areas comprising small districts; (2) undeveloped special education services; (3) unserved and unidentified handicapped children; (4) lack of qualified staff; and (5) uneven distribution of federal funds. Out of this dilemma evolved support for pooling federal funds under an Education Service District plan. In order to provide special education and related services, 10 steps which a local district must follow to comply with federal and state regulations were identified (screening; referral, prior notice, and parental consent for evaluation; evaluation; multidisciplinary staffing; noneligibility

reporting; parent notification of Inservice Education Program (IEP) meeting; IEP meeting; parent notification of IEP review meeting; reevaluation; and prior notice for change in special education placement), and persons responsible for each step were delineated. Background information on development of the model and the consortium program are included. (AW)

ED 206 484 SE 035 559

Stoltzfus, Lorna

Municipal Wastewater Processes. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-37p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, Environmental Standards, Nonschool Educational Programs, Planning, *Postsecondary Education, Science Education, *Technology, Urban Areas, *Waste Disposal, Water Resources

Identifiers-*Waste Water Treatment

Described is a one-hour overview of the unit processes which comprise a municipal wastewater treatment system. Topics covered in this instructor's guide include types of pollutants encountered, treatment methods, and procedures by which wastewater treatment processes are selected. A slide-tape program is available to supplement this component of the Working for Clean Water Project. The program's goal is to provide technical information in lay language to citizen groups interested in water quality planning. (Author/WB)

ED 206 570 SP 018 202

Boardman, Sharon G., Ed. Butler, Michael J., Ed.

Competency Assessment in Teacher Education: Making It Work. Selected Papers from the Conference on Competency Assessment in Teacher Education: Making It Work (Lexington, KY, November 16-18, 1980). Information Analysis Products.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-ISBN-0-89333-024-8

Pub Date-Aug 81

Contract-400-78-0017

Note-104p.; Conference jointly sponsored by the American Association of Colleges for Teacher Education, the Kentucky Association of Colleges for Teacher Education in cooperation with Grambling University, the University of Kentucky, and Western Kentucky University.

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Standards, Black Teachers, *Competency Based Teacher Education, Educational Legislation, *Educational Trends, Higher Education, *Preservice Teacher Education, Program Evaluation, Schools of Education, *State Standards, *Teacher Education Programs

The significance of competency assessment for schools of education is explored with emphasis on developments at the state level and in specific teacher education programs. Multidimensional quality indicators of teacher preparation programs are suggested in the first paper. Other papers present an overview of state legislative reactions to competency assessment and case studies of developments in Oklahoma, Georgia, Louisiana, and Florida. Competency assessment and testing procedures at Xavier University (Louisiana), the National College of Education (Illinois), and Northern Kentucky University are reviewed in separate essays. In a paper on the implications of competency assessment for historically black colleges and minority students, positive and cautious points are made, and steps for pursuing excellence in minority teacher education are noted. The final article is a futuristic view for assessing competence in teaching in the 1980s written for an imaginary 1990 teacher education journal. In a futuristic review'' of the developments in the 1980s, the 1989 author'' concludes that teachers gained control of their own competency assessment and professional development in the 1980s. (FG)

West, Leo H. T. Theobald, John H.

ATI with a Large Set of Nonorthogonal Attribute Variables: A Multiple Regression Solution.

Pub Date-Apr 81

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Aptitude Treatment Interaction, Biology, Foreign Countries, High Schools, Mathematical Models, *Multiple Regression Analysis, *Research Problems, Student Characteristics, Teaching Styles

Identifiers-Australia, *Nonorthogonal Variables

This paper describes an analytical solution to a common problem in aptitude-treatment interaction (ATI). The researcher is often interested in the comparison between treatments for a large set of attributes. If this set is large, the chance of non-orthogonality is correspondingly large. In these circumstances the analysis and interpretation becomes equivocal. Using data from a study of contrasting teaching approaches in high school biology and thirteen attributes, a regression approach to the analysis is demonstrated. The redefinition of a new set of orthogonal variables is made on rational grounds rather than allowed to happen by default. (Author/BW)

ED 206 697 TM 810 598

Testing for College Admissions: Trends and Issues.
Educational Research Service, Arlington, Va.
Pub Date-81
Note-174p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Achievement Tests, College Admission, *College Entrance Examinations, Educational Legislation, Higher Education, Scores, Secondary Education, *Standardized Tests, Test Bias, *Test Coaching, Test Construction, *Testing Problems, *Test Reliability, Test Results, *Test Validity
Identifiers-American College Testing Program, College Entrance Examination Board, *Educational Testing Service, Scholastic Aptitude Test, *Truth in Testing

Set against the backdrop of a decade in which college admissions test scores have declined, this report reviews issues affecting college admissions testing and their implications, and focuses specifically on the debate between the makers and supporters of standardized tests and test critics. Overviews of the College Entrance Examination Board's (CEEB) Scholastic Aptitude Test (SAT) and the test battery of American College Testing (ACT) are presented and followed by criticisms of: On Further Examination'', a study supported by CEEB to investigate declining test scores. A major portion of the report centers on the debate between consumer advocate Ralph Nader and Educational Testing Service (ETS) concerning the latter organization's status and influence in the field of testing, its accountability, and general issues regarding the reliability and validity of the tests as predictors of students' potential abilities. Reports on the topic of special preparation and coaching for the SAT are reveiwed and criticized. Also documented is the truth-in-testing controversy resulting from the enactment of legislation intended to regulate testing agencies. Two surveys of the use of test scores by colleges and universities are included. In conclusion, a presentation is made of comments from

educators on how test scores might be improved. (AEF)

ED 206 717 TM 810 623

Nicewander, W. Alan And Others

A Comparison of Two Methods of Interactive Testing. Final Report.

Oklahoma Univ., Norman. Dept. of Psychology.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-G-79-0145
Note-79p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comparative Analysis, *Computer Assisted Testing, Guessing (Tests), Item Banks, Latent Trait Theory, Mathematical Models, *Multiple Choice Tests, Questioning Techniques, *Test Format
Identifiers-*Respond Until Correct Method, *Tailored Testing

Two methods of interactive, computer-assisted testing methods for multiple-choice items were compared with each other and with conventional multiple-choice tests. The interactive testing methods compared were tailored testing and the respond-until-correct (RUC) item response method. In tailored testing, examinee ability is successively estimated during the course of test administration, and optimal items, based on the most current ability estimate, are administered to maximize the test's information for the examinee's ability level. The RUC response mode requires examinees to respond repeatedly to muliple-choice items until the correct answer is discovered. RUC tests consist of a fixed set of items for all examinees. The comparisons among testing methods tailored, RUC and conventional were analytical, rather than empirical, and the primary index for the comparisons was the average test information. The analytic comparisons of the testing methods indicated that in certain situations, RUC tests can provide greater average information than tailored tests, and furthermore, there are circumstances in which conventional tests provide average information that is essentially equal to that of the tailored tests. However, in terms of providing adequate information across nearly all ability levels, tailored tests have no competitor. (Author/GK)

ED 206 739 TM 810 694

Hyman, Cynthia Tobias, Sigmund
Feedback and Prior Achievement.
Pub Date-Oct 81
Note-47p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Feedback, Intermediate Grades, Judaism, *Learning Processes, Literature Reviews, *Pretests Posttests, *Prior Learning, *Programed Instruction, Reinforcement

The hypothesis that feedback in programmed instruction is an important variable in the learning of novel, but not familiar, content was investigated. A linear, constructed response program dealing with the Sabbath rituals in the synagogue was chosen due to wide variability in student familiarity with this topic. Subjects were randomly assigned to one of three treatment groups. Feedback was experimentally manipulated by presenting knowledge of results simultaneously with each frame, only after the response had been made, or not at all. Pretest scores measured prior familiarity, and posttest scores were used as the dependent achievement measure. Regression analysis indicated a number of main effects on achievement for prior achievement and for treatment. The No Feedback group scored slightly higher than the Feedback group, and the Simultaneous Feedback group scored lowest. The predicted interaction between treatment and prior achievement was not supported. (Author/GK)

ED 206 760 UD 021 591

King, Donald R.

County of San Diego Master Plan for Refugee Resettlement.

San Diego County, Calif.
Pub Date- 80
Note-163p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Acculturation, Financial Support, Government Role, Immigrants, *Indochinese, *Land Settlement, *Local Government, *Master Plans, Needs Assessment, *Policy Formation, Public Agencies, *Refugees, Social Agencies
Identifiers-*California (San Diego County)

This master plan, devised by San Diego County, has as its objective the total integration of all refugees into the mainstream of community life. The plan begins with background material that describes its goals and the refugee population to be served. In the second section, the county's current program is outlined and the administrative responsibilities of the Federal and local government are discussed. The third section provides an analysis of the needs of refugees in the areas of education, acculturation, housing, medical assistance, employment, and social services. Section four presents an overview of the county's proposed plan for 1981-1982 and covers funding, services, and organization and staffing. Proposed actions such as staff training, improvement of refugee access to services, and involvement of the private sector necessary for facilitating the county's plan are reviewed in section five. Administrative coordination of the plan's implementation is discussed in the sixth section. The last section contains a restatement of program objectives and funding prospects. Exhibits attached to the report include: (1) quarterly statistical report on Indochinese refugees; (2) membership list of the Interjurisdictional Committee on Refugees; (3) refugee cash assistance data; (4) membership list of the San Diego Refugee Coalition; (5) California State's suggested outline for the county plan; and (6) the final outline for the county plan. (APM)

ED 206 782 UD 021 649

Rex, Buck R.

Evaluation Report for the District 30 Title VII Bilingual Program, 1980-1981.

Community School District 30, Queens, N.Y.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.-5001-17601; 5001-17602
Pub Date-Jul 81
Grant-G008005519
Note-42p.; For a related document see ED 191 971.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Bilingual Education, Chinese Americans, Class Organization, Curriculum Development, Elementary Secondary Education, *English (Second Language), Greek Americans, Hispanic Americans, Italian Americans, *Program Effectiveness, *Program Evaluation, *Second Language Instruction, Staff Development, Teaching Methods, Textbook Selection
Identifiers-Bilingual Education Act 1968, New York (Queens)

This is an evaluation report on a Title VII bilingual program that was conducted in Community School District 30, Queens, in New York City during 1980-81. The report states that the program served pupils of limited English capacity whose native languages were Greek, Chinese, Italian, and Spanish. The program's goals, activities and structure are described, and the texts used for each language group are listed. Program objectives which are evaluated include progress in oral language proficiency in English, native language proficiency, and mathematics, science, and social studies proficiency. It was expected that 60 percent of the students would progress beyond what could be expected without the program. Test scores show student achievement met these objectives. The report provides analysis of classroom environment in a section devoted to on-site observations. In addition, various staff development efforts are outlined, and the involvement of parents in language workshops and general school activities is discussed. The report judges the district's program to be highly successful and states that all proposed goals have been achieved. Several recommendations for program improvement conclude the evaluation. (APM)

ED 206 300 IR 009 598

Kuttruff, Alma J., Ed.

The Texas Production Manual: A Source Book for the Motion Picture and Video Industry. Fourth Edition.

Texas State Film Commission, Austin.

Pub Date-31 Nov 80

Note-492p.

Available from-The Texas Film Commission, Office of the Governor, P.O. Box 12428, Capitol Station, Austin, TX 78711.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Film Industry, *Film Production, *Film Production Specialists, Films, *Resources, State Legislation, *Videotape Recordings

Identifiers-*Texas

This manual is a cross-referenced directory to film industry personnel and services available in the State of Texas. The Who's Who section contains an alphabetical listing of companies and individuals in the state engaged in some aspect of motion picture or video production. These listings include brief summaries of each company and individuals' skills or services, notable credits, affiliations, and honors. The Pre-Production, Production, and Post-Production sections list alphabetically film-related services and skills such as art directors, set construction, producers, production managers, and editors. The Video section lists the services and skills related to video. A Miscellaneous section contains information which might be useful to either film or video producers during some phase of their production, e.g., attorneys, unions, theater groups. The Major City Information section provides detailed information about 31 cities, including the climate, air charter, and hotels. The Addenda provides information about state laws which affect the filmmaker. (Author/LLS)

ED 206 382 PS 012 342

Griswold, Kenneth E.

Students' Perceptions of Their Open-Informal Classroom: Seven Years Later. A Follow-Up Study.

Pub Date-Mar 81
Note-12p.; Paper presented at the Annual Conference of the Michigan Educational Research Association (8th, Dearborn, MI, March 25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, Elementary Education, Followup Studies, *High School Students, *Open Education, *School Attitudes, *Student Attitudes, *Student Experience, Student Teacher Relationship, Teacher Role
Identifiers-*Retrospective Studies (Psychology)

The purpose of this follow-up study was to determine 14 high school graduates' perceptions of the open-informal learning environment they had experienced in elementary school. Subjects were interviewed individually on their recollections (facts and feelings) of their fifth grade year, and were shown videotaped scenes of themselves in the open-informal classroom. The subjects were then videotaped while engaged in a panel discussion of their fifth grade experiences. Both videotapes (the 1973 tape of the subjects as fifth graders and the 1980 tape of the subjects as high school seniors) were viewed by a panel of experienced elementary school teachers. The panel selected and categorized the students' attitudes toward choice of classroom activities, the school,

teacher-student relationships, student goals, and teacher role. In general, subjects expressed positive attitudes toward the open-informal classroom and indicated that this kind of learning environment allows students to choose their own activities; work at their own pace; set their own academic goals; and develop closer and warmer relationships with their teachers. Results also indicated that the elementary school teacher's role should include identification of and follow-up on students' academic needs and deficiencies. (Author/MP)

ED 206 510 SE 035 618

Hazardous Chemicals: A Manual for Schools and Colleges.

Scottish Schools Science Equipment Research Centre, Edinburgh.
Report No.-ISBN-0-05-003204-6
Pub Date-79
Note-240p.
Available from-Longman Inc., 19 W. 44th St., New York, NY 10036 (write for correct price).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)
Document Not Available from EDRS.
Descriptors-*Chemistry, Elementary School Science, Elementary Secondary Education, First Aid, *Guidelines, *Laboratory Safety, *Resource Materials, *Safety, Science Education, *Science Laboratories, Secondary School Science

Compiled as an immediate source of reference and guidance, this manual was published by the Scottish Schools Science Equipment Research Centre to provide the following information about alphabetically listed chemicals considered to be hazardous: (1) the hazards; (2) incompatibility with other agents; (3) methods for handling, storage, disposal and spillage; and (4) first aid techniques for eyes, lungs, mouth, and skin. An introduction describes general safety rules for the use of chemicals in school laboratories. (CS)

ED 206 255 HE 014 373

Collegiate Sampler: Undergrads Talk About Values, Ambitions, Business.
Emhart Corp., Hartford, Conn.; Princeton Research Group, Inc., N.J.
Pub Date-80
Note-55p.; Photographs may not reproduce well.
Available from-John F. Budd, Jr., Emhart Corporation, P.O. Box 2730, Hartford, CT 06101.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement Need, *Business, Career Planning, Employment Potential, Goal Orientation, Higher Education, *Occupational Aspiration, *Social Attitudes, *Student Attitudes, *Undergraduate Students, *Values, Vocational Interests, Work Attitudes

Information on college students' attitudes toward work, material possessions, national issues, the future, and other topics were surveyed in 1980. A sample of undergraduate students who subscribed to ``Business Today'' magazine were assessed using a four-page mail questionnaire; of the 2,000 questionnaires sent out, 937 were completed. It was found that the students were less worried about the future than were their parents. Most of the students, nine out of 10, largely liberal arts majors in 153 colleges and universities, were confident that they would find a job after graduation and would be successful in keeping it. Three students out of five said that they did not fear unemployment. While a third showed concern about the future, twice as many were either confident or took a calm, wait-and-see attitude. Eighty-three percent expected to be happy in the 1980s and had faith in the free enterprise system. Although the business world was perceived by the students as sometimes being cold and impersonal, three out of four expected to enjoy work and would work even if they did not need to. Most of the students hoped for a job that is varied and challenging and said they would take on as much responsibility as possible. A college education and degree were seen as requisite to getting a good job (53 percent), and this is more important today, according to three out of five students, than it was in their parents' time. The students believed that skill, talent, hard work, and experience are the keys to being successful at work, whereas they did not consider politics, contacts, or luck as important. Despite their orientation to the business world, the majority held some reservations about the ``system''. A sample survey form is appended. (SW)

ED 206 325 IR 009 640

Wheelbarger, Johnny J. Clouse, R. Wilburn

Legal Ramifications of Computerized Library Networks and Their Implications for the Library Director.

Pub Date-Apr 81

Note-20p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, Censorship, *Computer Oriented Programs, *Legal Problems, *Legal Responsibility, *Library Administration, *Library Networks, Library Surveys, *Online Systems, Questionnaires

Legal questions, raised by recent developments in computerized networks and relating to censorship, liability, responsibility and other topics, were explored by means of a questionnaire sent to a selected group of librarians, network personnel, and others. Designed to collect information about existing laws and current problems, the questionnaire elicited opinions which suggest that (1) networks cannot refuse questionable titles, (2) authors or publishers cannot demand the exclusion of titles from the database, (3) the networks probably cannot refuse insignificant'' titles, (4) networks probably cannot refuse membership without legitimate reasons, and (5) all parties have due process rights in dealing with parent networks. Limited amount of experience and the complete lack of litigation in this area, however, leave the specific questions unanswered. A 30-item bibliography and the questionnaire are appended. (Author/RAA)

ED 206 530 SO 013 547

Bliss, Mary Louise And Others

Creative Collaborations: Artists, Teachers, and Students.

Arts, Education, and Americans, Inc., New York, N.Y.

Spons Agency-Alcoa Foundation, Pittsburgh, Pa.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Endowment for the Arts, Washington, D.C.

Report No.-AEA-9

Pub Date-81

Note-26p.; For related documents, see ED 196 745-747, SO 013 407-409, and SO 013 546-548. Photographs may not reproduce from EDRS in microfiche.

Available from-The Arts, Education and Americans, Inc., 10 Rockefeller Plaza, New York, NY 10020 ($2.00, quantity discounts available).

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Education, *Artists, *Curriculum Development, Educational Needs, Elementary Secondary Education, *Fine Arts, Program Descriptions, *School Community Programs

Part of series which emphasizes the need for K-12 school arts programs, this monograph describes joint projects of artists, teachers, and students. Creative collaboration between artists and the schools can take many forms. The artists involved may be professionals, amateurs, parents or community members, local university or high school students, or members of touring companies. Their level of involvement at the school can range from a single performance to a long term residency, or a situation between the two extremes - adjunct faculty member, para-professional, consultant, resource team member, featured artist, or short term resident. Some examples of the programs described in the monograph include the following. Two programs - one in San Francisco and one in Chicago - were started by parents who felt their children were not receiving adequate exposure to the arts in the public schools there. As a result of the Alvarado Art Workshop and Network in San Francisco, murals now appear in hallways and classrooms, flowers flourish in 25 schools and in housing projects, and model arts programs now exist in the schools. In Chicago, the Urban Gateways'' program provides a variety of arts resources and courses for K-12 teachers and students. The monograph concludes with guidelines for effective artist/student/teacher partnership. (Author/RM)

ED 206 549 SO 013 580

Grady, Walteen And Others

Sex Equity Ideabook for the District of Columbia Public Schools.

American Univ., Washington, D.C. Educational Equity Inst.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 80
Contract-700-79-03610
Note-149p.; For a related document, see SO 013 579.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Class Activities, Elementary Secondary Education, Females, Feminism, Lesson Plans, Mathematics Education, Science Education, *Sex Fairness, Social Studies, Student Developed Materials, Teacher Developed Materials, United States History, *Womens Studies

This publication contains lesson plans and classroom activities to assist K-12 teachers develop sex equity themes. It supplements the Sex Equity Resource Directory'' (SO 013 579) which is a guide to sex equity resources available through the District of Columbia Public Schools. The Ideabook'' has several major sections each containing materials suitable for duplication. Section one contains awareness activities for use with colleagues, parents, and community members. Title IX's Believe It or Not'' posters, brief quizzes, and information sheets are included. Section two on social studies/history contains brief biographies of famous American women and games to play with the information. Section three on mathematics provides background information on why girls need mathematics and three sets of exercises a Discussion About Families'' (elementary); activities on percentage and calculations (intermediate); and exercises on graph reading and interpretation (secondary). The fourth section on science contains lists of women Nobel Prize winners and members of the National Academy of Science for use in class discussions or as resources for student research. The next section contains teacher developed lesson plans in a broad range of subjects for grades K-9. Section six contains a play written by a junior high school student to dispel outmoded myths about girls and boys. (Author/RM)

ED 206 238 HE 014 309

Reeher, Kenneth R. McKelvey, James L.

National Association of State Scholarship and Grant Programs. 12th Annual Survey, 1980-81 Academic Year.

National Association of State Scholarships and Grant Programs.
Pub Date-81
Note-128p.; For related documents see ED 122 661, ED 130 590, ED 168 392, and ED 179 145. Not available in paper copy due to marginal legibility of original document.
Available from-National Association of State Scholarship and Grant Programs, Survey, c/o PHEAA, Room 211, Towne House, Harrisburg, PA 17102 ($1.00).
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Policy, Court Litigation, Eligibility, Financial Needs, *Financial Policy, Futures (of Society), Grants, Higher Education, National Surveys, Need Analysis (Student Financial Aid), *Program Administration, Scholarships, *State Agencies, *State Aid, Statewide Planning, *Student Financial Aid, Trend Analysis
Identifiers-State Student Incentive Grants

Survey data from 1980-81 are presented in extensive tables in this report. An introductory section outlines the cumulative history since 1969-70 of state-funded need-based undergraduate school and grant programs, other historical data, State Student Incentive Grant (SSIG) involvement, and a comparative report for 1979-80 and 1980-81. Section two presents characteristics and organization of the state agencies included (structure, governing body, primary advisory body, etc.). Section three outlines current program characteristics (title, year initiated, frequency of appropriations decisions, application schedule, eligibility criteria, residency and citizenship requirements, budgets used in award computation, funding approaches, forward funding, packaging philosophy, procedures, SSIG funds procedures, bases for maximum awards, agency policy areas, other programs, and other agencies). In section four agency personnel distribution is listed. Section five outlines policy matters related to funding trends, state versus federal control, multiple data entry, need analysis, changes planned in the near future, higher education planning coordination, agency role in higher education planning, court actions pending, and the issues of purpose'' and reasonable access.'' The final section provides notes on the survey methodology and state distribution preferences. A directory of the association members is appended. (MSE)

ED 206 276 IR 009 538

Viet, Jean, Ed.

Macrothesaurus for Information Processing in the Field of Economic and Social Development. New English Edition.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-444p.
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cataloging, *Educational Development, Indexing, *Information Processing, *Social Development, *Subject Index Terms, Thesauri, *Vocabulary

This new edition has the same purpose as its predecessors; i.e., to provide language which can process information relating to all aspects of economic and social development, and, at the same time, give a common dimension to the more specific vocabularies corresponding to each of them. However, it differs from previous editions on five major counts: structure, field coverage, choice of national languages, number and form of descriptors, and printing. The structure provides alphabetical, descriptor group, and hierarchical displays, and a KWOC index including scope notes, broader, narrower, and related terms, and synonyms. The fields of study are further developed in such areas as population, health, environment, cultural development, communication, education, and energy conservation. The three languages used are those considered as the most significant and widely used in the development of literature: English, French, and Spanish; German has been dropped. The number of descriptors has doubled, despite removal of obsolete and irrelevant terms. Precoordination is used for precision where necessary, plurals are preferred to singulars, related terms are increased, the hierarchy has been improved, and scope notes have been revised to reduce ambiguity. Capital letters are used throughout in heavier and lighter print to increase readability. (RAA)

ED 206 345 JC 810 485

Bresler, Marilyn

Course Registration Attrition, Fall 1978-79 and Spring 1978-79. Analytical Studies Research Reports, 80-2 and 80-3.

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date-Jun 80
Note-114p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Colleges, Day Students, *Departments, *Dropout Rate, Evening Students, Multicampus Districts, Two Year Colleges, Two Year College Students, *Withdrawal (Education)

These two parallel reports provide data on course attrition rates in the Maricopa County Community College District for Fall 1978 and Spring 1979. Course attrition rates were calculated by comparing high-point enrollments (which include audits and withdrawals) with end-of-semester enrollments (which do not include audits, drops, withdrawals, or withdrawals-failing, but do include students with grades A through F, passing, incomplete, no credit, and non-graded). Tables and graphs present these data by college for day and evening enrollments for a selection of departments and courses. After describing and summarizing the data, each report looks at course attrition by department (i.e., all classes, accounting, administration of justice, art, humanities, biology, chemistry, data processing, economics, electronics, English, English humanities, general business, health, history, home economics, mathematics, music, music performance, nursing science, office education, philosophy, physical education, physics, political science, psychology, reading, sociology, Spanish, and speech). Additionally, attrition rates in selected classes are presented, including courses in accounting, data processing, freshman English, business, history, arithmetic, algebra, and psychology. Finally, both reports look at course attrition, for Fall 1973 through Spring 1979, at the district as a whole and at each of its six campuses. (AYC)

ED 206 422 RC 012 314

Howell, Frank M. Frese, Wolfgang

Adult Role Transitions: Some Antecedents and Outcomes Early in the Life Course.

Mississippi Agricultural Experiment Station, State College.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.

Pub Date-Apr 80
Note-48p.; Some tables may not reproduce due to small print size. Paper presented at the Annual Meeting of the Rural Sociological Society (Ithaca, NY, August 19-23, 1980). Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development.''
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Blacks, Comparative Analysis, Developmental Stages, *Dropout Characteristics, Dropouts, Elementary Secondary Education, Females, *Longitudinal Studies, Males, *Marriage, Married Students, Mother Attitudes, Parent Influence, Role Perception, *Role Theory, Sex Differences, Sex Role, Social Influences, Student Attitudes, Unwed Mothers, Whites
Identifiers-*Adolescent Parents, *Role Transition, United States (South)

Focusing on the pre-adolescent to late-adolescent portion of the life cycle, research examined how early'' exit from student role and early'' entry into adult roles of parent or spouse reflects factors operating prior to adolescence. Interviews during 1969 with 1,202 fifth and sixth graders and their mothers in 6 southern states, and again during 1975 with 78.6% of the original sample of students (945) and 57.8% of mothers (546) provided two-wave panel data. Contrary to extant literature, socioeconomic origins, parental child-rearing techniques or other specific influences, academic ability, or pre-adolescent aspirations were not determinants of transition to parent or spouse. A small-magnitude dependence existed between early career decision-making/academic performance and dropping-out of school. Only three social origin variables (sex, race, maternal fatalism) had statistically significant influences on teenage marriage. Most acute correspondence of early marriage and school exodus occurred among white females; two-thirds of those married were dropouts. Black and white females were at least three times more likely to be dropouts and parents than their male peers. Parents seemed to introduce early role-transitory children to the normative structure which indicates that socioeconomic careers are supposed to be depressed by early timing of marriage and procreation, especially for females. (NEC)

ED 206 460 SE 035 495

Fennema, Elizabeth, Ed. And Others

Mathematics Education Research: Implications for the 80's.

Association for Supervision and Curriculum Development, Alexandria, Va.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.-ISBN-0-87120-107-0
Pub Date-81
Note-185p.; Not available in hard copy due to copyright restrictions.
Available from-Association for Supervision and Curriculum Development, 225 N. Washington, St., Alexandria, VA 22314 (Stock No. 611-81238, $6.75).
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Calculators, Cognitive Processes, *Computers, Educational Research, Elementary Secondary Education, Learning Theories, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Research Utilization, *Sex Differences, Student Attitudes, Supplementary Reading Materials, Teaching Methods
Identifiers-*Mathematics Education Research, Second Mathematics Assessment (1978)

This research-oriented document is designed to give teachers insights into many of the causes of instructional problems in mathematics and to enable teachers to plan instruction which will be more responsive to identified needs. Individual chapter authors synthesize mathematics research findings, which provide three functions: (1) to describe what has been; (2) to find out what exists; and (3) to find out what is possible. Chapters in many cases have counter-point'' responses from well-known researchers in mathematics education. Topics covered include: (1) The Value of Mathematics Education Research; (2) Curriculum; (3) National Assessment; (4) Children's Thinking; (5) Teacher's Decision Making; (6) Process-Product Research; (7) The Sex Factor; (8) Problem Solving; (9) Computers; and (10) Calculators. (MP)

ED 206 511 SE 035 623

Leavey, Marshall B. Hollifield, John H.

Teachers' Manual: Using Teams-Games-Tournament (TGT) in the Life Science Classroom.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-80

Grant-NSF-SED-77-19102

Note-378p.; For related document, see SE 035 624.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Biological Sciences, *Educational Games, *Junior High Schools, Learning Motivation, Middle Schools, *Science Activities, Science Careers, Science Course Improvement Projects, *Science Curriculum, Science Education, Secondary Education, Secondary School Science, Small Group Instruction, *Teaching Guides, Worksheets

This teacher's manual provides general and specific guidelines for use of Teams-Games-Tournaments (TGT) Life Science Curriculum materials at the junior high-middle school level. TGT is an innovative instructional model which focuses on the learning of basic skills, information, and concepts, by rewarding students in small teams rather than at the individual level. The games'' component consists of a series of learning games; tournaments'' involve weekly sessions in which each student competes with other students of comparable achievement level on other teams; ultimately, individual scores are converted to team scores and winning teams are declared. The manual includes worksheets and gamesheets covering 47 learning objectives classified under these basic units: structure of matter, general equipment, life processes, genetics, health, ecology, and careers. (CS)

ED 206 592 SP 018 795

Gollnick, Donna M. And Others

Analysis of Teacher Education's Need for Materials and Training Related to Sex Equity. Final Report.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date-Aug 79
Note-32p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Equal Education, Feminism, *Instructional Materials, Multicultural Education, *Sex Bias, *Sex Fairness, Sex Role, *Teacher Education, *Teacher Education Curriculum, *Teacher Educators, Textbook Bias
Identifiers-Womens Educational Equity Act

A study was made to ascertain the needs of teacher educators for materials and training related to sex equity and to identify the resources currently being used. An analysis of textbooks generally used by most preservice education majors revealed widespread sex bias. It was found that there is a dearth of materials on sex equity readily available for use by teacher educators for preservice or graduate programs. The few materials prepared specifically for aspects of teacher education programs were most likely from Women's Educational Equity Act projects. The majority of materials produced for teacher education have been directed at an inservice audience; very little exists for preservice programs. A survey of members of the American Association of Colleges for Teacher Education revealed that few courses focusing on women are offered to teacher education students as part of their professional training. An outline is presented of specific sex equity needs for teacher education, and recommendations are made on how to meet these needs. (JD)

ED 206 614 SP 018 866

Gray, James B., Jr. Rau, Dorothea N.

The ASU Project. Training for Cooperative Supervision. Management Analysis Paper.

Pub Date- 80

Note-7p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Departments, *Educational Cooperation, Field Experience Programs, Higher Education, Mainstreaming, Preservice Teacher Education, *Schools of Education, *Special Education Teachers, *Student Teacher Supervisors, Teacher Educator Education, *Teacher Educators

Identifiers-Appalachian State University NC

With the increasing enrollment in preservice special education programs, a problem for many schools of education has been the redistribution of tenured, experienced faculty members to provide training for special education field programs. At Appalachian State University (ASU), in North Carolina, cooperation between the Departments of Laboratory Experiences, Elementary and Secondary Education, and Special Education overcame initial faculty resistance and led to a plan for paired supervision by generalists and special education specialists. Although some difficulties resulted from differences in faculty attitudes about supervision and an unwillingness to work with other departments, the first phase of the project was successful due to strategies that emphasized equal involvement of participants and practical training activities. Plans were formulated for ongoing development of training techniques, with followup workshops and videotapes of panel presentations. (FG)

Linn, M. C.

Evaluation in the Museum Setting: Focus on Expectations.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 81
Grant-NSF-SED-79-19494
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Not available in paper copy due to marginal legibility of original document.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Evaluation Methods, *Evaluators, *Individual Characteristics, *Institutional Evaluation, Interpersonal Competence, *Museums, *Organizational Communication, Policy Formation
Identifiers-Conflict of Interest

It is suggested that to communicate effectively, evaluators in museum settings must be collaborators with the people they intend to influence, understand the inherent conflict of interests, and design an evaluation which enhances interstaff communication. Four factors are considered essential for conducting a successful evaluation: (1) the evaluator should have a detailed knowledge of the museum setting, which will act as a key to effective communication; (2) the evaluator should have the ability to understand and handle conflict of interest resulting from individuals' vested interests in conflicting outcomes (hypothetical perspectives of a museum director, fundraiser, curator, board of directors, exhibit designer, funding agency, museum education department head, and museum evaluator are presented); (3) the evaluator should focus on relevant policy issues where he can have the greatest impact, such as the museum's capacity to make provision for learning and entertainment; and (4) the investigation should be planned to have maximum impact with limited resources. The ultimate goal of museum evaluation is stated to be museum policy improvement and representation of public interests without forcing the museum to compromise its values. (Author/AEF)

Christie, Samuel G. Conniff,, William A.

A Case in Support of Using Locally Developed Non-Normed Tests for Title I Program Evaluation.

Pub Date-15 Apr 81
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Elementary Secondary Education, Error of Measurement, *Norm Referenced Tests, *Program Evaluation, *School District Autonomy, *Test Construction, Test Reliability
Identifiers-Contrasting Groups Method, Equipercentile Equating, Stockton Unified School District CA, *Title I Evaluation and Reporting System

Stockton Unified School District's successful strategy of using a locally developed, non-normed achievement test to implement the norm referenced model of the Title I Evaluation and Reporting System (Model A2) is described. Documented are the procedures involved in the development of a curriculum guide and test items, and the administration of field tests and subsequent revisions. The equipercentile method used for equating the local test with national tests to show its reliability, and the contrasting groups method, conducted to set the passing score, are also outlined and given justification. The locally developed test and the national norm-referenced test were administered to the total student population at each grade level over a period of two weeks. The resultant statistics, reliability coefficient and concurrent validity coefficients are presented in tables. (AEF)

Nickse, Ruth S.

Guidelines for Developing Alternative Adult Credentialing Programs.

Massachusetts State Dept. of Education, Boston. Bureau of Community Education and Adult Services.

Pub Date- 81
Note-42p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Certificates, Experiential Learning, *High School Equivalency Programs, Individualized Instruction, *Nontraditional Education, Prior Learning, *Program Administration, Program Descriptions, *Program Development, *Student Evaluation
Identifiers-Massachusetts

The purpose of this Massachusetts Department of Education document is to create an awareness of, and to provide information about, adult high school credentialing programs based upon assessment of skills, which augment existing ways to earn a high school diploma. It is intended for staffs of adult learning centers, adult education programs, CETA training programs and community based educational organizations. A rationale for developing new programs is provided and the underlying need and philosophy is documented. Certification requirements are identified in terms of basic and special skills and credit for prior learning or experience. Certification requirements for four different models currently being implemented in Massachusetts are described. It explains the steps involved in the assessment process, and outlines assessment techniques. Administrative issues of staff roles, advisory committees, financing, counseling, and admissions policies are also discussed. (Author/AEF)

ED 206 402 PS 012 374

Heinz, Rebecca S., Comp.

A Bibliography for Young Children: Birth Through Eight Years - Affective Domain.

Northern Arizona Univ., Flagstaff. Coll. of Education.
Pub Date- 74
Note-42p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), Annotated Bibliographies, *Childrens Literature, Early Childhood Education, *Emotional Adjustment, *Emotional Development, *Young Children
Identifiers-*Affective Domain

The citations in this annotated bibliography of literature for young children cover many topics including aggression, feelings of ambivalence, anger, anxiety, loneliness, making friends, nightmares, perseverance, sibling rivalry, teasing, trust, values, and attitudes toward work. The books cited focus on aspects of children's emotional experience and are intended for children of up to 9 years of age. Ages for which each story is most appropriate are indicated for each of the 504 citations. (RH)

ED 206 485 SE 035 560

Buskirk, E. Drannon, Jr.

Nonpoint Source Pollution: Agriculture, Forestry, and Mining. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-26p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Agriculture, *Citizen Participation, *Environmental Education, Forestry, *Land Use, Nonschool Educational Programs, Postsecondary Education, Science Education, *Water Pollution, *Water Resources

Identifiers-Mining Industries, *Nonpoint Source Pollution, Water Quality

Nonpoint sources of pollution have diffuse origins and are major contributors to water quality problems in both urban and rural areas. Addressed in this instructor's manual are the identification, assessment, and management of nonpoint source pollutants resulting from mining, agriculture, and forestry. The unit, part of the Working for Clean Water Project, is designed for citizen advisory groups interested in water quality planning. Also available is a supplementary audiovisual program. (Author/WB)

ED 206 571 SP 018 222

Training Manual in Population Education. Population Education Programme Service.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
Pub Date-79
Note-82p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development, Demography, *Developing Nations, Evaluation Methods, Family Planning, Higher Education, *Population Education, Population Growth, *Program Implementation, Social Attitudes, *Teacher Education, *Training Methods, Training Objectives

Population education is at different stages of development in the Asian countries, but almost all of the countries show an interest in developing population education programs. This manual for designing and implementing population education programs consists of six chapters. Chapter one highlights issues and problems arising in connection with curriculum development in population education and with teacher education programs for elementary and secondary school teachers. The objectives, selection of curriculum content, and mode of inclusion are discussed. Chapter two provides the general pedagogical background for organizing and managing training programs. In chapter three a general procedure for developing a training program is discussed, and case studies are offered of inservice teacher training programs in Asia. Chapter four describes different strategies for introducing population education in preservice teacher education programs. Variations in target groups, institutions, duration, objectives, and content are taken into consideration. In chapter five, the various target groups needing orientation or training through inservice programs are identified and their training needs outlined. The final chapter discusses training methods before, during, and after training, and suggests follow-up activities. (JD)

Evertson, Carolyn M. And Others
Texas Junior High School Study: Teacher Self-Reports and Student Outcomes. Executive Summary Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-R&DCTE-R&D-R-4080
Pub Date-May 80
Contract-OB-NIE-G-80-0116
Note-275p.; For related documents, see TM 810 600-602.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academic Achievement, Classroom Observation Techniques, English Instruction, *Interviews, *Junior High Schools, Language Teachers, *Questionnaires, Secondary School Mathematics, Secondary School Teachers, *Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness
Identifiers-Texas

The primary emphasis of the Texas Junior High School Study was the investigation of process-outcome relationships in 136 junior high school math and English classes. A total of 68 teachers were observed in nine junior high schools in a large urban school district. Teachers also responded to a questionnaire and an interview focusing on presage variables such as teachers' beliefs, expectations, assumptions about teaching, and self-reports of instructional practices. Two outcome measures were used: an achievement test reflecting the subject matter taught, and student ratings of teachers. Volume I presents relationships among teacher self-report variables measured by the questionnaire and interview, and the two outcome measures. The findings for mathematics teachers indicated that successful teachers are committed to a structured, whole-class teacher- and textbook-centered approach. The findings for English teachers indicated a strong interaction between teacher effectiveness and student entering ability, and a lack of correspondence between cognitive and affective measures of teacher effectiveness. Other results are discussed in detail, and these findings are compared with previous studies of presage variables. (Author/BW)

ED 206 718 TM 810 625

Roecks, Alan L.

Better Use of Instructional Data Processing at an Intermediate Education Service Agency.

Education Service Center Region 20, San Antonio, Tex.

Pub Date-Apr 81

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Oriented Programs, *Data Processing, *Delivery Systems, *Education Service Centers, Elementary Secondary Education, *Information Utilization, Instructional Improvement, Interviews

Identifiers-Qualitative Analysis

This qualitative evaluation study described how instructional computing can be better used by a Texas intermediate education service agency. Open-ended questions were asked of the Education Service Center Staff. Products included identifying services available across the Center and compiling 60 suggested computer uses. The major finding was poor communication between institution and computer personnel. Computer staff need to better publicize services, identify a contact person for instruction and expand administrative services, especially for microcomputers. Instructional staff need to learn more about computers, perhaps through inservice by computer personnel. (Author/GK)

Stern, Paula R. Graham, Sandra

Teacher Affective Reactions and Inferred Causal Attributions for Failure.

Pub Date-Apr 81

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Failure, Affective Behavior, *Attribution Theory, Elementary Education, Higher Education, *Self Esteem, Student Teacher Relationship, *Teacher Response

Identifiers-Inferential Reasoning

Five subject groups (adults and 11-, 9-, 7-, and 5-year-olds) were given affective reactions by a teacher, such as anger and pity, and asked to infer the teacher's causal attributions regarding why a student failed, such as low ability of lack of effort. There were systematic linkages between the following affect-attribution pairings: anger-effort, pity-ability; guilt-teacher/task; and surprise-effort. The inferences of the adults, 11-, and 9-year-olds were quite similar, and children as young as five years of age provided some evidence that they can infer thoughts from affects. The implications of these affect-attribution linkages for students' self-esteem were considered. (Author/GK)

UD

ED 206 761 UD 021 599

We Are Hawaiians. (He Hawaii Makou.)
Alu Like, Inc., Honolulu, Hawaii.
Pub Date-75
Note-19p.; For a related document, see UD 021 598. Some photographs may not reproduce due to reproduction quality of original document.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Status Comparison, *Employment Level, Ethnic Distribution, Family Characteristics, *Hawaiians, Housing, Income, *Population Distribution, *Socioeconomic Status
Identifiers-*Hawaii

This report is a statistical analysis of the socioeconomic status of native Hawaiians in Hawaii. Data presented for native Hawaiians are compared to data for the overall state population. A section on population contains information on geographic distribution, age group distribution, ethnic distribution, residency status, and population growth. An analysis of the household and family shows data on marital status, family size, household size and number of dependents, and monthly housing costs. Data on employment include employment status, and occupation and industry affiliation for both adults and youth between the ages of 19 and 25. Levels of educational attainment and levels of annual personal income are also shown. The report concludes with a brief history of the activities of Alu Like, an organization which is involved in socioeconomic development for native Hawaiians. (APM)

ED 206 783 UD 021 650

Koh, Tong-He Koh, Soon D.

Psychological Evaluation of Korean School Children: A Preliminary Report.

Pub Date- 80

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Behavior Problems, Elementary Secondary Education, *Intelligence Tests, *Korean Americans, Learning Problems, *Low Achievement, Personality Measures, *Psychological Testing, Reading Difficulties, *Second Language Learning

Identifiers-Illinois (Chicago)

Observations were made while psychologically evaluating Korean school children in the greater Chicago area. The observations were drawn from work with Korean children who were referred for psychological evaluation because of learning or behavioral/emotional problems. Initial demographic data was taken describing the children's age, length of time in the U.S., sex, language spoken at home, and reason for referral. Results for intelligence, perceptual-motor, projective, and achievement tests were obtained. On the intelligence test both the Mean Full Scale and Verbal IQ scores were slightly below equal to the American norms. Performance on the perceptual-motor test was also similar to American norms. Tentative conclusions were drawn from the projective test for personality and emotional assessment, which was given to a small number of children who revealed a limited verbal capacity and limited creative resources. On the achievement test children were on the whole three or four years behind in reading, and spelling, and two years behind in arithmetic. Recommendations were made on the basis of these test results and solutions to Korean children's language and acculturation problems were offered. (Author/APM)

ED 206 301 IR 009 599

John, Martha Tyler

Using Media in the Elementary Classroom. A Series of Vignettes.

Report No.-ISBN-0-931450-09-8
Pub Date-79
Note-99p.
Available from-Information Futures, 2217 College Station, Pullman, WA 99163 ($7.95).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities, *Educational Media, Elementary Education, *Elementary School Students, *Junior High School Students, *Learning Activities, Nonprint Media

This document presents a series of vignettes (or mini-case studies) which describe specific media-related activities which have been implemented with primary, intermediate, and junior high school students. The vignettes are, for the most part, presented in the teachers' own words, and provide ideas for using both print and nonprint materials to create lively, interesting lessons. The activities included fall into using media to: (1) develop creative thinking, (2) conduct research, (3) work in groups, (4) improve skills, (5) deal with attitudes and values, and (6) design curricula using a systems approach. A 17-item bibliography is appended. (Author/LLS)

ED 206 326 IR 009 641

Public and School Library Organizational Relationships and Interlibrary Cooperation.

Oklahoma State Board of Education, Oklahoma City.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date-Apr 79

Note-13p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Learning Resources Centers, *Library Cooperation, *Library Role, Library Services, *Policy, *Public Libraries, School Libraries, State Departments of Education

Identifiers-*Oklahoma

The policies and statements in this booklet define the roles and responsibilities of school library media centers and public libraries in Oklahoma, make recommendations for effective cooperation between the two institutions, and identify possible areas of media center/public library cooperation. (FM)

ED 206 365 JC 810 528

Jellison, Holly M., Ed.

A Look to Future Years: Prospects Regarding the Scope and Process of Community Education. Community Colleges, Community Education Monograph Number 4.

American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Report No.-ISBN-0-87117-108-2
Pub Date-Jun 81
Note-69p.
Available from-Publication Sales, American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Role, *Community Colleges, *Community Education, *Community Services, Definitions, Futures (of Society), Lifelong Learning, National Surveys, Two Year Colleges

These five essays share the theme that community education will become the primary focus in the continuing development of of the community college as a comprehensive, community-based institution. After Suzanne Fletcher's introduction to the monograph, Holly Jellison reviews the activities and summarizes the roundtable discussions of the Center for Community Education. The next article, The Mycelium of Community Education: An Ideological Definition'' by Robert J. Shoop, offers observations and reflections about the concept of community education and suggests that definitions of community education should focus on goals and objectives rather than on programs or strategies. Clyde LeTarte's article, Community Education and the Community College: Problems and Promises,'' looks at the new place of community education in the community college mission, the factors which will influence this role, and the resulting needs in the areas of needs assessment, quality control and management, research and development, and financial support. Next, James F. Gollattscheck, in his essay, Improving the Body Politic,'' envisions the community as a complex living organism and submits that learning to work with the various elements which comprise the total community should be a foremost priority for community colleges. Finally, Robert B. Young presents an analysis of a national survey of community education programs and services at community colleges, which includes the questionnaire. (AYC)

ED 206 383 PS 012 344

Monroe, Marian

Families, Day Care, and Stress.

Pub Date-Nov 80

Note-23p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (San Francisco, CA, November 21-24, 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, *Child Caregivers, *Children, Coping, *Day Care, Early Childhood Education, Identification, *Intervention, *Parents, *Stress Variables

Identifiers-*Defense Mechanisms

Stress in relationship to preschool children, day care environments, and the parents of children in day care is examined in this conference paper. Some events that may cause stress in individuals and the defense mechanisms associated with stressful experiences are indicated. Guidelines are provided for identifying children under stress and for examining day care environments for stressful conditions. Additionally, aspects of the caregiver's role in minimizing stress in children are listed. Clues indicating stress on parents are identified, and a list of parents' needs is provided. Stress affecting caregivers, providers, and decision-makers in day care settings is discussed, and advice for coping with stressful situations is offered. Throughout the discussion, reference is made to the book Day Care, Families and Stress'' and to five associated training modules developed by the Texas Department of Human Resources. (Author/RH)

ED 206 439 RC 012 897

LaBelle, Thomas J. Goncalves, Jose da Silva

Evaluation Report of the Family Farm Program: 1980-1981. First Year Report.

Juarez and Associates, Inc., Los Angeles, Calif.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-21 Jul 81

Note-143p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, *Adult Farmer Education, College Role, *Cooperative Programs, Coordination, *Extension Education, Farmers, *Information Dissemination, Material Development, Program Effectiveness, Program Evaluation, Program Implementation, *Resource Centers, Rural Areas, Rural Extension, *Rural Farm Residents, Spanish Speaking, Technical Assistance, Telecommunications

Identifiers-California, *Family Farm Program (California)

Designed to identify the strengths, weaknesses, and effects of California's Family Farm Program, an umbrella structure composed of four distinct but interrelated organizations (the Family Farm Council, the Central Information Service located at the University of California-Davis, Hartnell College Family Farm Resource Center at Salinas, and Kings River College Family Farm Resource Center at Reedley), this first-year report for 1980-1981 covers activities and events of the different organizations which make up the overall program. Part I of the evaluation provides an overview of the Family Farm Program structure and components, and the methodology and sources of data gathered for the report. Part II deals with the background, goals, and functions of the Family Farm Council. Part III discusses the Central Information Service. Parts IV and V are in-depth reports and assessments of activities at the two Family Farm Resource Centers at Kings River College and Hartnell College, respectively. Part IV presents a general summary for each program component and concludes that although it is necessary to continue to question the efficacy of the Family Farm Program, it should be recognized that the program is experimental. (Author/CM)

ED 206 550 SO 013 581

What Every Child Should Know...Music. Course of Study and Criteria for Textbook Selection.
Arizona State Dept. of Education, Phoenix.
Pub Date-Mar 81
Note-38p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum, Educational Objectives, Elementary Secondary Education, Junior High Schools, Learning Activities, Music Activities, Music Appreciation, *Music Education, *Textbook Selection, Vocabulary

This document outlines the music curriculum for students in grades K-8 in Arizona public schools. Developers state that music educators should use the document as the content criteria for selecting state adopted textbooks and materials. As a result of participating in the music program, students should develop an increasing commitment to music, understand and organize musical ideas, explore alternatives in interpreting and expressing feelings and ideas through performance, make considered musical judgments, and respond aesthetically to music. Program developers state that while the guide is to be used as a standard against which a program in local schools can be measured, it is intended as an outline for the minimum course and that teachers are encouraged to enrich and enhance programs beyond the minimum standards offered in the guide. Music experiences and activities are presented in tabular form in six categories listening, singing, moving, writing, reading, and playing. Six subcategories comprise each of these major categories. They are pitch, duration, volume, timbre, expressive controls, and structure. Students are involved in a wide variety of activities including identifying patterns and phrases, recognizing when patterns are repeated or are different, hearing tempo changes, identifying distinctive sounds or instrumental ensembles, playing instruments in a group to produce different rhythm patterns, transposing simple melodies to other keys, improvising on instruments, devising movements to interpret music, and responding to dynamic markings when performing and creating music. For each activity, a code of single, double, or triple dots indicates whether the activity at a specific grade level is being introduce amplified, or reinforced. The document concludes with a survey of educational legislation affecting music education in the public schools of Arizona and a glossary of terms used throughout the guide. (DB)

ED 206 403 PS 012 375

Fiene, Richard

A Conceptual Framework for Monitoring Children's Services. Discussion Draft.

Peat, Marwick, Mitchell and Co., Washington, D.C.; Pennsylvania State Office of Children, Youth and Families, Harrisburg.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date-30 Jun 81

Note-26p.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compliance (Legal), *Day Care, Delivery Systems, Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Institutional Role, *Management Systems, Organizational Objectives, Program Evaluation, *Social Services, Systems Approach

Identifiers-*Monitoring

This discussion draft of a conceptual framework for monitoring children's services was prepared by Peat, Marwick and Co. for the Children's Services Monitoring Transfer Consortium (CFMCS), an organization spanning five states: California, Michigan, Pennsylvania, Texas, and West Virginia. The primary purpose of this conceptual framework was to define the scope of activities appropriate to the consortium. Following the first section's brief introductory overview of CFMCS's purpose, section two briefly discusses the social services environment in which monitoring takes place in terms of state differences in scope of approach, terminology used, and organization of monitoring and related activities. The third section sets forth a definition of monitoring as a management control process. The definition clarifies what is included in monitoring, sets boundaries to exclude certain activities, and suggests looking at monitoring as a process that seeks to increase both program quality and management efficiency on an ongoing basis. A general monitoring classification framework, reflecting what is happening in day care monitoring in the five consortium states, is presented in section four. The final section discusses issues related to the extension of the monitoring concepts to other children's services. (Author/MP)

ED 206 461 SE 035 498

Andersen, Tom Barta, Sheryl

Multicultural Nonsexist Education in Iowa Schools: Math & Science.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-81

Note-21p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, *Guidelines, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Multicultural Education, *Nondiscriminatory Education, Science Curriculum, *Science Education, Science Instruction, Secondary School Mathematics, Secondary School Science, Sex Bias, *Sex Fairness, Sex Stereotypes, Teaching Methods

Prepared by the State of Iowa Department of Public Instruction, this pamphlet is intended to be an aid for local curriculum committees who are developing and implementing the mathematics and science components of their school's multicultural, nonsexist education plan. Included are definitions of key terms, rationale and philosophy, legal authority, goals and objectives, a self-evaluation checklist, bibliography, and resource organizations for multicultural, nonsexist education. (DS)

ED 206 512 SE 035 624

Hollifield, John H. Leavey, Marshall B.

Teachers' Manual: Using Teams-Games-Tournament (TGT) in the Physical Science Classroom.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-80
Grant-NSF-SED-77-19102
Note-305p.; For related document, see SE 035 623.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Educational Games, *Junior High Schools, Learning Motivation, Middle Schools, *Physical Sciences, *Science Activities, Science Course Improvement Projects, *Science Curriculum, Science Education, Secondary Education, Secondary School Science, Small Group Instruction, *Teaching Guides, Worksheets

This teacher's manual provides general and specific guidelines for use of Teams-Games-Tournaments (TGT) Physical Science Curriculum materials at the junior high-middle school level. TGT is an innovative instructional model which focuses on the learning of basic skills, information, and concepts, rewarding students in small teams rather than at the individual level. The games'' component consists of a series of learning games; tournaments'' involve weekly sessions in which each student competes with other students of comparable achievement level on other teams; ultimately, individual scores are converted to team scores and winning teams are declared. The manual includes worksheets and gamesheets covering 42 learning objectives classified under these basic units: chemistry, work, force and motion, light and sound, heat, electricity, and measurement. (CS)

ED 206 593 SP 018 798

Harris, Ben M.

Evaluation of Inservice Education: A Harder, More Revealing Look.

Pub Date-May 81
Note-30p.; Paper presented at the Renewal Conference, Ohio State Department of Education (Columbus, OH, May 6, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, Educational Research, Evaluation Criteria, *Evaluation Methods, Inservice Teacher Education, Measurement Objectives, *Planning, *Systems Analysis

Evaluation is data gathering, analysis, and interpretation that leads to decisions about practices and goals. Relatively simple analytical techniques can suffice for many evaluation purposes. Evaluation of inservice education may be viewed as an operating system where input is provided, processes are implemented, and products are generated. When few factors are being considered for evaluation, tabular analytical techniques and branching diagram analysis techniques are manageable and practical. The branching diagrams use the input-process-product sequence, and can be used with questionnaire data in a variety of circumstances. Most evaluation findings lead to plausible action decisions, because they reflect a specific operation. (FG)

Corrigan, Dean C. And Others
Statement of the American Association of Colleges for Teacher Education Concerning Teacher Education: Problems and Prospects.
American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date-Sep 81
Note-26p.; Testimony presented before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, U.S. House of Representatives (Washington, DC, September 9, 1981).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Declining Enrollment, Educational Legislation, *Educational Trends, *Futures (of Society), Higher Education, *Schools of Education, Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teacher Recruitment, Teacher Supply and Demand

The role of teacher educators is particularly significant for the welfare of a democratic society and for the education of its children and youth. Recently, however, the decline in enrollment in teacher education programs and in school-age children poses pervasive and serious problems, leading to the curtailment of programs and the retrenchment of faculty. A lack of understanding of the issues facing the teacher education field may explain some current disillusions. Contrary to popular belief, all education students do not intend to become public school teachers, and, in fact, schools of education have a long tradition of providing the kind of training valuable in other, noneducation jobs. Although national, state, and individual certification procedures have been implemented to monitor quality in teacher education, other problems remain: (1) Both enrollment and teacher demographics are in a period of change, making planning difficult; (2) Federal programs have become such a substantial part of teacher education that termination of these funds jeopardizes many activities and services; and (3) The talent pool of perspective teachers has decreased in both size and quality. It is recommended that Congress stimulate and support teacher education programs through fellowships, loan programs, and federal incentives for research and dissemination of new teaching practices. (FG)

ED 206 659 TM 810 551

Ellett, Frederick S., Jr.

Criterion-Referenced Measurement: Redirections.

Pub Date-15 Apr 81

Note-60p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Ability, Behavior Theories, *Criterion Referenced Tests, Induction, Probability, *Research Methodology, *Test Theory, *Test Validity, True Scores

Identifiers-Empiricism

Basic issues in criterion-referenced measurement are addressed. In section II, issues involved in determining what a person does and can do are considered. A preliminary analysis of can'' is given which shows that there are several important senses of can''. In section III, results of an analysis of ability'' are given. The analysis is used to criticize current forms of inductive'' inference which employ the concept of true score''. It is argued that using the concept of true score'' lacks justification, and the difference between mathematical probability and inductive probability is explained; that is inductive probability does not conform to the normal multiplication and conjunction principles. Good judgment is shown as being centrally involved with all inductive inference. Alternative Bayesian and non-Bayesian approaches which place various, additional conditions on one's judgments are explored. In section IV, a description of the almost universally employed and traditional logical empiricist method is presented. It is stated that criterion referenced measurement (CRM) theory ought to employ a different method: imaginative participation. Throughout the essay implications are drawn for future CRM theory development and for the training of teachers. (Author/GK)

ED 206 678 TM 810 575

Apling, Richard

How Evaluators Can Help Program Managers Improve Their Use of Information from Tests and Evaluations.

Pub Date- 81
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluators, *Information Utilization, *Program Administration, Program Evaluation, *Program Improvement, Test Results
Identifiers-*Evaluation Utilization, Program Specialists

Three specific points are made about helping program managers improve their use of information: (1) program managers appear to be the easiest group for evaluators to work with to improve use; (2) realistically, these managers may be the most difficult group to help; and (3) several strategies exist that evaluators use to help program people improve their use of information. During the course of his study, the author found several areas to be of concern to program managers. These areas include meeting program requirements, dealing with a lack of authority to meet program responsibilities, maintaining funding levels, and improving the program. These concerns are best alleviated through use of the following strategies: pressing for district policies requiring managerial response to evaluations; streamlining fulfillment of required evaluations; highlighting the use of findings for program promotion; forewarning managers about adverse findings; encouraging institutionalization of information use; and helping managers recognize patterns in tests and evaluations that point out strengths and weaknesses. (Author/GK)

Klitz, Sally Innis

Faculty Handbook for Sabbaticals Abroad.

Connecticut Univ., Storrs. Office for International Education and Development.
Pub Date-80
Note-48p.; Best copy available.
Available from-Sally Innis Klitz, Babcock Hill, South Windham, CT 06266 ($5.50, $5.00 each for over 10 copies).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty, Financial Support, *Foreign Countries, Grantsmanship, Higher Education, *International Educational Exchange, *Overseas Employment, *Relocation, *Sabbatical Leaves, Travel

Practical guidelines to help faculty members plan sabbaticals abroad are presented. It is recommended that plans be begun two years prior to the departure time in order to prepare a proposal if necessary, secure funding, and make housing and schooling arrangements for the family. Specific funding sources are identified, including U.S. federal agencies, private foundations, learned societies, foreign governments, or international organizations. Publications that can provide additional information of funding sources are listed. Notes on writing the proposal and general criteria for interviews for teaching positions and seminars are presented, along with a suggested timetable for securing a grant. Opportunities for participating in a teaching exchange are also listed. The following aspects of the relocation process are covered: the passport, a visa, schooling for dependents, housing arrangements, what to do at home, U.S. taxes, choosing an airplane flight, vaccinations and shots, finances (sending money abroad, changing currency, credit cards), learning about the foreign culture, packing, medical insurance coverage while abroad, medical problems, prescriptions, transportation abroad, customs regulations, and receiving mail overseas. A checklist to aid planning is included. Appended materials include the following: official university bylaws regarding leaves of absence, useful international organizations, visa information and embassy addresses, worldwide climate chart. (SW)

ED 206 277 IR 009 539

Linton, Rebecca Ann

A Users Survey of the College of Charleston's Robert Scott Small Library: Conducted Spring 1980.

College of Charleston, S.C. Robert Scott Small Library.

Pub Date-80

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Libraries, *College Faculty, Higher Education, *Information Needs, Library Instruction, *Library Materials, *Library Services, Library Surveys, Tables (Data), *Undergraduate Students, *User Satisfaction (Information), Use Studies

Self-administered survey questionnaires completed by 57 percent of the college faculty and a random sample comprising 10 percent of the undergraduate population provide information on who uses the College of Charleston's library materials and services, why they use them, and in what areas users are satisfied or dissatisfied with the library. Tables identify faculty response rate, position, and length of service, as well as student response rate, enrollment status, and major field of study. Responses to the two questionnaires are analyzed and reported, including faculty perceptions of the library as a resource tool for teaching and the adequacy of the collections, student participation in library instruction, and comments on services and operations from both groups. This survey was conducted in order to identify areas in which the library's materials and services can be improved or extended to better meet user needs and play a more active role in the educational process. (RAA)

ED 206 302 IR 009 600

Myers, Milner H., Jr.

Comparison of Print and Nonprint Media in a Nursing Learning Module Pub Date-Apr 81

Note-20p.; Papers presented at the Annual Meeting of the Association for Educational Communications and Technology (Philadelphia, PA, April 1981).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Problems, Continuing Education Units, *Instructional Development, Intermode Differences, *Learning Modules, Metric System, *Nonprint Media, *Nursing Education, Videotape Recordings

Identifiers-*Printed Materials, University of Southern Mississippi

The first of two papers describes the techniques used at a school of nursing to develop 98 independent learning modules for an on-going, statewide, continuing education project designed to meet the needs of professional nurses practicing in the field. The paper focuses primarily on the administrative problems related to the project; e.g., test administration for the awarding of continuing education units (CEUs); recruitment of, and negotiations with, subject matter experts to write the content of the modules; and logistical problems encountered in the circulation of the modules and equipment needed to implement them. The second paper describes a study which focused on the effectiveness of a module on metrics for nursing that was developed in this project. The subjects for this study were 36 students in an undergraduate class who were randomly divided into two groups. Group I was shown videotapes on the metric system, while the same material was presented to Group II in a written format which included hands-on activities and immediate feedback. The results of the study supported the theory that hands-on activities and immediate feedback are valuable in instruction; however, the study did not provide evidence that one medium was superior to the other. Twelve references are listed. (Author/LLS)

Putting a Plus in School Curriculum with Library Media Improvement Programs.

Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.

Pub Date- 81

Note-13p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Improvement Programs, *Learning Resources Centers, Library Services, School Libraries, State Boards of Education, *State Programs

Identifiers-*Oklahoma

This illustrated booklet describes the scope and objectives of state-sponsored library media improvement programs in Oklahoma which are geared to aid school library programs at the elementary level. Personnel, facilities, materials, equipment, and services are briefly discussed, and a map of project sites is provided. (FM)

ED 206 346 JC 810 486

Day, Mary

Student Enrollment by Credit Hour. Analytical Studies Research Report, 80-6.

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date-Nov 80

Note-26p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Credits, Community Colleges, *Enrollment, *Enrollment Trends, *Full Time Students, Multicampus Districts, *Part Time Students, Two Year Colleges, Two Year College Students

Tables and graphs are presented to compare student enrollment at the Maricopa County Community College District to the number of credit hours generated by that enrollment. Specifically, the report presents data on the number of students enrolled in the district and compares the data to the number of student credit hours generated for the entire district for Fall 1979-80 and Fall 1980-81. In addition, the same data are presented for Fall 1969-70 to provide a ten-year comparison. Breakdowns are also provided of the cumulative percent of students enrolled by credit hour for the district and for each of the colleges by day, evening, and total enrollment. The data reveal that full-time students account for roughly one-fourth of all students, but make up almost half of total full-time student equivalent (FTSE) enrollment. Students who take six or fewer credit hours represent approximately 60% of the headcount, but only 30% of the FTSE. Approximately one-third of the students take three or fewer credit hours, accounting for 12% of the total FTSE. As expected, enrollment by student credit hour peaked at three, six, nine, and twelve credit hours. Comparing the data over a ten-year period shows that in 1969 students taking 12 or more hours accounted for 40% of headcount, and that this figure had dropped to 25% of headcount by 1979. (AYC)

ED 206 486 SE 035 561

Buskirk, E. Drannon, Jr. Auker, Dennis

Public Participation. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-35p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Advisory Committees, *Citizen Participation, *Community Action, Community Planning, *Environmental Education, Nonschool Educational Programs, Postsecondary Education, Science Education, *Social Studies, Water Resources

Participants in the learning session described will become familiar with successful public participation strategies and learn about the role of advisory groups in developing public participation programs. The manual is designed to guide instructors who will facilitate the 65-minute session for citizen groups. A slide-tape program is available to supplement this component of the Working for Clean Water Program. (Author/WB)

ED 206 531 SO 013 548

Ambler, Nancy Morison Strong, Barbara R.

Arts in the Classroom: What One Elementary Teacher Can Do.

Arts, Education, and Americans, Inc., New York, N.Y.

Spons Agency-Alcoa Foundation, Pittsburgh, Pa.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Endowment for the Arts, Washington, D.C.

Report No.-AEA-10

Pub Date-81

Note-26p.; For related documents, see ED 196 745-747, SO 013 407-409 and SO 013 546-547. Photographs may not reproduce from EDRS in microfiche.

Available from-The Arts, Education and Americans, Inc., 10 Rockefeller Plaza, New York, NY 10020 ($2.00, quantity discounts available).

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art Education, Community Involvement, Cultural Awareness, *Curriculum Development, Educational Needs, Elementary Education, *Fine Arts, Integrated Curriculum, Leadership, Program Descriptions, Self Expression, Skill Development, Special Education

This monograph, one in a series, describes ways in which elementary teachers have brought arts to the classroom. Descriptions of what teachers are doing are organized by themes. The first theme is the use of the arts in basic skill development. One teacher in Casper, Wyoming, produces rebus books for her students. These books offer a means of expressing words by using drawings or pictures which the children can identify using the correct word for the visual cue. Another teacher in a low income neighborhood of Washington, D.C. developed a very successful creative writing and dramatic arts program to provide remedial reading and language development assistance. The second theme is the value of the arts for their own sake. In one elementary school in Indiana, students enthusiastically produce a literary magazine Harmony Times.'' The third theme focused on how some teachers use the arts to nurture self expression and individual achievement. Through one teacher's use of the arts in the classroom, students who had not previously experienced the satisfaction of achievement in traditional subject areas blossomed. The remaining themes of the monograph include the use of the arts to overcome community isolation, introduce and reinforce cultural and ethnic pride, and meet the needs of special students; the integration of the arts throughout the course of study; and the demonstration of professional leadership. (Author/RM)

ED 206 637 TM 810 522

Maraschiello, Richard

Evaluation of the Prekindergarten Head Start Program 1979-1980. Technical Summary. Report No. 8132.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Jan 81
Note-41p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ancillary School Services, *Child Development, Cognitive Development, Interpersonal Competence, Language Skills, *Parent Participation, *Preschool Education, *Program Evaluation, Psychomotor Skills, *Staff Development

Identifiers-Instructional Models, Philadelphia School District PA, *Project Head Start

Oriented toward a direct instructional routine in preparation for regular school, the Philadelphia Prekindergarten Head Start Program (PKHS) provides experiences to counter-balance effects of social and economic disadvantagement; parent involvement; staff development; and special supportive services. It employs five instructional models: Bank Street, Behavioral Analysis, Montessori, open classroom, and responsive learning. Observations indicate that children's activities usually emphasized language and social developmental skill areas, while adults were primarily observed in group leader or direct teacher roles. When tested against the Developmental Behavior Checklist, PKHS children accomplished approximately the same number of items as the total prekindergarten population. During the course of the program the number of children identified as developmentally delayed'' or suspicious'' decreased by 50 percent. It also appears that the program has a positive lasting effect on children's scores on standardized tests through grade 5. Children enrolled in the program received extensive psychological, nutritional and social services during 1979-80. Parent involvement in the program was high in both classroom participation and policy or planning meetings. Staff development was also a major component of the program. Over 70 percent of staff attended more than five workshops during the year. (Author/AEF)

ED 206 719 TM 810 626

ACER Chemistry Test Item Collection (ACER CHEMTIC Year 12 Supplement).

Australian Council for Educational Research, Hawthorn.
Pub Date-Feb 81
Note-74p.
Available from-Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Tests, *Chemistry, Diagnostic Tests, Foreign Countries, High Schools, *Item Banks, *Multiple Choice Tests, Organic Chemistry, Test Items
Identifiers-Australia, Inorganic Chemistry

This publication contains 317 multiple-choice chemistry test items related to topics covered in the Victorian (Australia) Year 12 chemistry course. It allows teachers access to a range of items suitable for diagnostic and achievement purposes, supplementing the ACER Chemistry Test Item Collection Year 12 (CHEMTIC). The topics covered are: organic reaction mechanisms, analysis with a purpose, preparative chemistry, surface chemistry, carbon and silicon giant modecules, and from minerals to metals. (BW)

ED 206 741 UD 021 099

Scriven, Michael

Teacher Personnel Policies: Equity, Validity, and Productivity.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Oct 80
Note-10p.; Paper prepared for the Midwest Policy Seminar (St. Louis, MO, October 15-17, 1980). Seminar convened by Urban Education Program, CEMREL, Inc. For related documents, see UD 021 089, and UD 021 100-101.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Methods, *Personnel Policy, *School Personnel, Student Evaluation of Teacher Performance, *Teacher Dismissal, *Teacher Effectiveness, *Teacher Evaluation, Tenure

The task of teacher personnel policies should be to get good teaching done with justice and economy. The current state of teacher personnel policies is that they are reasonably fair to teachers and extremely unfair to students, parents, and taxpayers. They protect all teachers, but they excessively protect the incompetent teacher. A system of strict performance evaluation must be developed that replaces the system of teacher evaluation based on classroom observations by an administrator. Such a new system would not make use of observations because they represent a small, unrepresentative sample from a biased observer. The new system would only use facts about the teacher that demonstrably bear on validated job requirements: (1) some estimate of the amount learned by the students; (2) a reliable judgement of its quality; and (3) a guarantee of the legitimacy of the teaching process. Teacher performance in the elementary grades would be measured by pre/post testing, and in the secondary grades by similar testing and/or student evaluations. Teachers who are consistently about two standard deviations off the norm would be subject to a warning and eventual dismissal. This system insures fair treatment and good teaching. (Author/APM)

ED 206 762 UD 021 604

Roseman, Curtis C. McHugh, Kevin E.

Metropolitan Areas as Redistributors of Population.

Pub Date-Apr 81

Note-44p.; Paper presented at the Annual Meetings of the Association of American Geographers (Los Angeles, CA, April, 1981). For a related document, see ED 168 770.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, *Metropolitan Areas, *Migration Patterns, *Population Distribution, Population Trends, *Relocation, *Urban to Rural Migration, *Urban to Suburban Migration

This paper reports on a demographic study that focuses on the patterns of migration to and from specific metropolitan areas which contribute to nonmetropolitan growth and decline. For background, the paper examines some general properties of the United States migration system. Then the concept of metropolitan areas as redistributors of population is developed. A distinction is made between inmigration and outmigration from within a specified field, or population area. It is shown that the very largest metropolitan areas contributed to nonmetropolitan population turnaround in the 1960s because of their early arrival at a net outmigration state, although smaller metropolitan areas also played a role in outward redistribution of population. (Author/APM)

Summary Results of the 1980 NACUBO Comparative Performance Study and Investment Questionnaire.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Continental Illinois National Bank and Trust Co., Chicago.
Pub Date-81
Note-21p.; For related document see HE 104 311.

Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036 ($5.00).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Economics, *Endowment Funds, *Higher Education, *Income, Inflation (Economics), *Investment, *Money Management, National Surveys, Private Colleges, Productivity, State Colleges

This summary report contains information on the investments of college and university funds. It is the tenth annual study in the series by the National Association of College and University Business Officers (NACUBO). Sections present data and brief analysis on investment performance and endowment characteristics. Under investment performance, tables describe: endowment and life income fund assets; average performance by period; estimated asset component return; asset composition of investment pools; change in asset composition; and beta coefficients of risk measurement and return. Notes on stock and bond turnover are also included. Tables on endowment characteristics include an appreciation comparison of indexes and end endowment before and after inflation, and endowment support for all private institutions (average and median). Tables on average annual total return performance of all pools for the period ending June 30, 1980 (including percentages for one-, three-, five-, and ten-year return, when available) are appended. (MSE)

ED 206 384 PS 012 347

Katz, Matthew A. Suelzle, Marijean
Community Coordinated Child Care Systems: Perspectives from Model Organizations.
Pub Date-Mar 77
Note-31p.; A summary report of the Conference on Community Coordinated Child Care Delivery Systems (Evanston, IL, March, 1977).

Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Coordination, *Day Care, *Delivery Systems, *Educational Administration, Financial Support, Money Management, Program Descriptions, Program Improvement, Social Problems
Identifiers-*Community Coordinated Child Care Program

The Community Coordinated Child Care (4C's) Delivery Systems Conference was designed to bring together, for the first time, administrators of community coordinated multi-site child care programs from across the United States for the purpose of exchanging detailed information about their organizations and concerns. Six program administrators from Illinois, Kentucky, Florida and North Carolina attended the conference, heard presentations by Illinois State and U.S. Office of Human Development officials, and were interviewed by Northwestern University students studying child care policy and administration. An additional interview with an administrator from New Jersey was conducted by a student visiting that area. Subsections of this conference report discuss the concept of community coordinated child care; alternative models for structuring delivery systems; school-linkages, voucher and developmental assistance approaches to improving delivery systems; cash-flow management, costs of the coordinating agency, complexity of funding mechanisms, and administrator role; and aspects of child care services within the context of the broad social issue of social fragmentation and pluralism, the changing role of the family, and service needs of the future. Highlights of the keynote address by Congressman Abner Mikva are reported and summary descriptions of eight child care delivery systems are provided. (Author/RH)

ED 206 423 RC 012 660

Brown, S. K. Maisey, J. R.
Rural Schools within Their Communities. Studies in Rural Education No. 4.
Western Australian Education Dept., Perth. Research Branch.
Report No.-ISBN-0-7244-8266-0
Pub Date-Aug 80
Note-95p.; For related documents, see ED 186 159, ED 194 235 and RC 012 661.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Attitudes, Community Cooperation, *Community Involvement, Educational Policy, *Educational Quality, Elementary Secondary Education, Foreign Countries, One Teacher Schools, Parent Attitudes, *Parent School Relationship, *Rural Education, Rural Environment, *School Community Relationship, School Demography, School Role, Small Schools, *Socioeconomic Influences
Identifiers-*Australia (Western Australia)

Case studies of two small rural schools in Western Australia were conducted to examine the contention that neglect of distinctive economic, social and demographic environments of schools in rural areas has led to a tendency for rural schools to become carbon copies of urban schools, and thus to a mismatch between educational provision and the needs and situations of rural communities. Demographic and socioeconomic information was collected from Australian Bureau of Statistics 1976 Census Data and by interviews with shire clerks of the areas; descriptions of school-community interaction were developed from interviews with community members and educational staff. Community members in Ejanding own'' and take responsibility for their one-teacher primary school, which provides education to 21 children from the farming community; all participate in its activities, and enhance educational quality. At Dumbleyung, a district high school including pre-primary through tenth grade instruction, community members were characterized by diversity in degree of involvement, interest, and concern shown in school affairs, and the school was seen as running more independently of the community, with the community a valuable resource and a help in moulding school policy. Major strengths of both schools were their smallness, close community contact, good facilities and competent staff. (JD)

ED 206 440 RC 012 899

Domack, Dennis
The Art of Community Development: A Wisconsin Experience.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date-Jul 81
Note-128p.; Photographs will not reproduce clearly.
Available from-Agricultural Bulletin Bldg., 1535 Observatory Dr., Madison, WI 53706 (I3135, $3.00).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Change Strategies, Citizen Participation, Community Action, *Community Development, *Community Involvement, *Community Planning, Community Support, Economic Development, Long Range Planning, *Needs Assessment, *Program Development, Program Evaluation, Questionnaires, Rural Development, *Self Help Programs
Identifiers-*Small Towns, Wisconsin (Dane County)

A strong local economy which allows residents of a community to work and shop near their homes is perhaps the best safeguard against the threats of urban sprawl, economic stagnation, physical deterioration and loss of unique identity facing many small towns. Utilizing a six-phase process advocated by the University of Wisconsin-Extension, residents of the towns of Oregon, Middleton, Waunakee and Deerfield have conducted successful community development projects. Phase 1, Initial Awareness, encourages elected officials, community leaders, citizens and sponsors to determine whether community development is appropriate. Phase 2, Community Involvement, relies on local media to promote informational meetings resulting in formation of a steering committee. Phases 3 and 4, Problem Identification and Analysis, involve community consensus study, visual analysis, trade area surveys, surveys of business owners/managers and building owners, threshold level analysis (business and potential study) and business district design alternatives. Phase 5, Follow-up and Action, includes immediate and long-range planning, consensus actions, design and economic assistance and resource identification. Phase 6, Evaluation, emphasizes continual feedback, formal response, monitoring successes and failures, and review. Case studies of the development projects and questionnaires used by the communities are provided. (NEC)

ED 206 572 SP 018 240

Metz, A. Stafford Crane, Jane L.

New Teachers in the Job Market.

National Center for Education Statistics (ED), Washington, D.C.

Pub Date-Aug 80
Note-28p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, *College Graduates, Employment Patterns, *Teacher Education, *Teacher Employment, *Teacher Supply and Demand

This report considers the question of what becomes of college graduates who are newly qualified to teach and who face a teacher surplus. National statistics provide data on the following questions: What is the state of the market for new teachers? How do graduates newly qualified to teach fare in the labor market compared to other graduates? What kinds of jobs do graduates newly qualified to teach get when they aren't teaching? and, What is the outlook for teaching jobs over the next several years? These questions are examined for bachelor's degree recipients who were graduated between July 1, 1976, and June 30, 1977. Their job status is that which existed in February 1978. In certain cases, comparisons are made with those who were graduated during the same period two years earlier. The statistics show that there were fewer graduates newly qualified to teach in 1976-77 than in 1974-75, and that data group fared somewhat better than their peers two years earlier. Most graduated in the fields of special education, general elementary, and English instruction. (JD)

ED 206 594 SP 018 800

Walker, Peter Portnoy, Barry

Hypertension Education: Impact on Parent Health Behaviors.

Pub Date- 79

Note-34p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, *Behavior Modification, Dietetics, Elementary Education, *Health Education, *Hypertension, Locus of Control, *Parent Attitudes, *Parent Child Relationship, Preventive Medicine, Smoking, *Student Role

This study sought to determine the effects of a high blood pressure education program for sixth graders on the preventive hypertension health attitudes and behaviors of their parents. Attention was focused on the role of students (significant others'') in affecting parental attitude and behavior changes relating to the three risk factors of smoking, dietary salt, and high blood pressure. Parents of children exposed to a high blood pressure education program served as the experimental treatment group, and parents of sixth graders not participating in the program served as the control group. A relationship was found between the health locus of control attitudes of parents and their perception of the role of significant others'' in fostering preventive health behaviors. A review of the comparisons between the treatment groups indicated that the preventive health actions of parents in the experimental group were different for the three risk factors. Parents in the control group reported significantly less preventive health actions than the treatment group. Demographic factors of age, race, and education of the parents were not found to be significant. (JD)

ED 206 699 TM 810 600

Evertson, Carolyn M. And Others

Texas Junior High School Study: Teacher Self-Reports and Student Outcomes. Volume II, Tables Presenting Relationships with Student Achievement.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-R&DCTE-R&D-R-4080

Pub Date-May 80

Contract-OB-NIE-G-80-0116

Note-674p.; For related documents, see TM 810 599-602. Available in microfiche only because of small print size.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Classroom Observation Techniques, *English Instruction, Interviews, *Junior High Schools, Language Teachers, Multiple Regression Analysis, Predictor Variables, Questionnaires, *Secondary School Mathematics, *Secondary School Teachers, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness

Identifiers-California Achievement Tests, Texas

The primary emphasis of the Texas Junior High School Study was the investigation of process-outcome relationships in 136 junior high school math and English classes. A total of 68 teachers were observed in nine junior high schools in a large urban school district. Teachers also responded to a questionnaire and an interview focusing on presage variables such as teachers' beliefs, expectations, assumptions about teaching, and self-reports of instructional practices. Two outcome measures were used: an achievement test reflecting the subject matter taught, and student ratings of teachers. Volume II presents four tables: prediction of student mathematics achievement from teacher questionnaire and California Achievement Test; prediction of student mathematics achievement from teacher interview and California Achievement Test; prediction of student English achievement from teacher questionnaire and California Achievement Test; and prediction of student English achievement from teacher interview and California Achievement Test. (Author/BW)

ED 206 784 UD 021 655

Miller, Glenn R.
The Quality of Life in America's Cities.
Pub Date-21 Apr 81
Note-30p.; Paper presented at the Annual Meeting of the Association of American Geographers (77th, Los Angeles, CA, April 21, 1981). For a related document see ED 197 537.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Crime, *Demography, Educational Quality, Health Services, Housing, *Quality of Life, Social Services, Socioeconomic Status, *Urban Areas, *Urban Environment, *Urban Studies
Identifiers-Louis (Authur), Lui (Ben Chieh)

In order to appraise the quality of life (Q.O.L.) in American cities, the fifty largest American cities were examined according to twenty-six socioeconomic variables. These variables were arranged under seven headings: housing, crime, education, health, social disorganization, economic status, and amenities. The results of this study, when compared with the studies of Arthur Louis and Ben-Chieh Lui, produced several conclusions. It was determined that states are not ideal territorial units for studying Q.O.L., because cities with disparate ratings were often found in the same state. Also two cities that are close in physical proximity may differ greatly in the Q.O.L. rankings. The study revealed that no region or metropolitan area ranked high in every index, and that within metropolitan areas there existed significant differences in Q.O.L. from one location to the next. The suggestion put forth in previous studies that a correlation existed between city size and the Q.O.L. from one location to the next. The suggestion put forth in previous studies that a correlation existed between city size and the Q.O.L. index was disproven in this analysis. This study did show a relationship between low ranking amenity ratings and cities with a large industrial sector. Finally, the study yielded several suggestions for improving research techniques in further Q.O.L. assessments. (APM)

ED 206 328 IR 009 715

Wood, R. Kent Woolley, Robert D.

An Overview of Videodisc Technology and Some Potential Applications in the Library, Information, and Instructional Sciences.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 80
Contract-400-77-0015
Note-37p.
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Diagrams, Diffusion, *Educational Technology, Equipment Manufacturers, Equipment Utilization, *Information Science, *Library Science, *Videodisc Recordings, *Video Equipment
Identifiers-Fault Tree Analysis

Thas discussion of several of the issues and systems of videodisc technology as applaed to the library, ifformation, and instructional sciences is based upon the Utah State University Videodisc Innovation Projects. Descriptions of the major marketed videodisc systems, as well as those soon to be marketed, are given. A critique of the ABC/NEA Schooldisc Program is also included. A 72-item list of references and selected bibliography is provided, which includes references dealing with fault tree analysis (sometimes referred to as fault free analysis'') as a recommended tool to assist with the smoothing out of the diffusion process for videodiscs. Library, information, and instructional specialists are seen to be in a position to play a major role in that diffusion process. (Author/LLS)

ED 206 366 JC 810 529

Jellison, Holly M., Ed.

Interface through Cooperative Agreements: Eleven Examples of How It Can Work.

American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-Jul 81

Note-64p.

Available from-Publications Sales, American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 ($5.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College School Cooperation, *Community Colleges, *Community Education, Community Services, Contracts, *Cooperative Programs, *School Districts, Two Year Colleges

Designed as a resource for community colleges wishing to initiate a cooperative agreement with a local agency to offer community education programs, this publication offers 11 representative examples of such agreements. After explaining that the Center for Community Education collected the agreements as part of a 1981 study of community education programs, the publication presents the 1974 resolution of the American Association of Community and Junior Colleges in support of community education. Finally, the publication presents the agreements between: (1) Austin Community College and Independent School District 492 (Austin, MN); (2) Colorado Mountain College and Aspen School District (Aspen, CO); (3) Jefferson College and Hillsborough School District (Hillsborough, MO); (4) Lane Community College and local school districts (Eugene, OR); (5) Mt. Hood Community College and Sandy Elementary School District (Gresham, OR); (6) Northeast Technical Community College and area school districts (Norfolk, NE); (7) Reading Area Community College and Berks County Schools (Reading, PA); (8) South Oklahoma City Junior College and Moore Public School District (Oklahoma City, OK); (9) Sullivan County Community College and Sullivan County Board of Cooperative Extension Services (Loch Sheldrake, NY); (10) Thornton Community College District 510 and Thornton Township High School District 205 (South Holland, IL); and (11) Wilkes Community College and Wilkes County Board of Education (Wilkesboro, NC). (AYC)

ED 206 462 SE 035 499

Brown, Cheryl J. And Others

Assessment of Numerical Skills of Navy Enlisted Personnel.

Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No.-TAEG-TM-81-4
Pub Date-Jul 81
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Evaluation, Learning Problems, *Mathematics Education, *Military Personnel, *Postsecondary Education, Remedial Mathematics, *Testing
Identifiers-*Mathematics Education Research

The purpose of this study was twofold: (1) to examine the extent of basic numerical skills deficiencies in the population of recruits bound for Apprentice Training, and (2) to examine whether selected Armed Services Vocational Aptitude Battery (ASVAB) test scores could be used to predict numerical skills performance. This project was undertaken by the Training Analysis and Evaluation Group (TAEG) and Academic Remedial Training (ART), Recruit Training Command, Orlando, as part of a larger project tasked by the Chief of Naval Education and Training in the area of improving basic academic skills. Of 293 recruits bound for Apprentice Training, more than 100 failed to pass a basic test of Navy numerical skills. Deficiencies were in the area of application'' of mathematics skills rather than in the basic numerical operations. When selected ASVAB scores were analyzed, an effective formula was derived to predict a numerical skills deficit. The ASVAB subtest score for Arithmetic Reasoning (AR), combined with Paragraph Comprehension (PC) and Numerical Operations (NO) scores, was found to be the best predictor. (Author/MP)

ED 206 551 SO 013 582

Sharp, Gene

Making the Abolition of War a Realistic Goal.

Institute for World Order, New York, N.Y.
Report No.-ISBN-0-911646-20-2
Pub Date-80
Note-16p.
Available from-Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($1.00, quantity discounts available).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Conflict Resolution, Cooperation, Disarmament, Foreign Policy, Global Approach, International Relations, *Peace, War, World Affairs
Identifiers-*World Order Studies

As a means of counteracting current widespread acceptance of war and war preparations with a sense of resignation and hopelessness/powerlessness, this monograph proposes a nonviolent strategy by which citizens can discourage or thwart either internal usurpation or external invasion/occupation. Designated Civilian Based Defense (CBD), this system is based on prepared protest, noncooperation, and disruptive intervention. The hypothesis is that CBD (or, war without violence) is a nonmilitary way in which people can defend liberty, their way of life, humanitarian principles, and their institutions and society. The author believes that CBD meets two major peace objectives it offers a rationale for action based on a well thought out alternative policy of deterrence and defense instead of utopian illusions and it suggests specific actions to take in international conflicts. Examples of CBD include the resistance struggles of the French and Danish against the German occupation forces during the second world war, Czechoslovak resistance to the Soviet invasion and occupation in 1968-1969, German government-sponsored noncooperation in the Ruhr to the French and Belgian occupation in 1923, and the movement by Polish workers for an independent trade union in 1980-1981. The aim of these nonviolent acts, as of all acts based on CBD, was to make the populace unrulable by the attackers and to deny the aggressors their aim of domination. The conclusion is that CBD is one creative response to the problem of war that might offer new hope for international peace if it were used as a base upon which additional creative responses could be built. At the very least, CBD would stimulate a reevaluation of the principles and institutions of the society deemed worthy of defense, encourage social improvements to make the society more just, and increase citizen participation in the operation of the society in peacetime as well as during defense struggles. (DB)

ED 206 660 TM 810 552

Wicker, Frank W. And Others

Depth, Spread, and Congruence of Encoding in Memory.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.-ARI-TR-464
Pub Date-Aug 80
Contract-DAHC19-76-C-0026
Note-52p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Congruence (Psychology), Higher Education, *Memorization, *Paired Associate Learning, *Recall (Psychology), Retention (Psychology), Semantics, *Training Methods, *Word Recognition
Identifiers-Elaboration, *Encoding (Psychological)

The aim of this study was to explore the effects of the following memory encoding variables on human learning: depth (implying progression through levels of encoding); spread (elaboration of information at a given level) and; congruence (integration of the form of encoding and the material to be learned). Encoding refers to the way in which material is learned. Four experiments were performed to evaluate these effects. Undergraduate students of educational psychology were trained and tested in one or several strategies for learning paired associates, word recognition, or free recall of words. The strategies employed differed in the depth, spread, or congruence of the encoding required. Those strategies assumed to emphasize depth or congruence of encoding were found to facilitate recall. Self-reported strategies were most likely to facilitate recall when they involved congruent encoding or were few in number. Results were interpreted as providing support for the view that depth and congruence of encoding facilitates retention, but there was no evidence for a beneficial effect of spread of encoding. Postexperimental questionnaire data indicated, however, that this strategy was not widely used by participants. In view of this finding, a case for spread of encoding is still possible. (Author/AEF)

ED 206 679 TM 810 576

Abram, Marie J.
Is There an Association Between Student's (1) Self Concept, (2) Liking for School, and (3) Choice of Time Spent in Subject Area and Their Level of Preparation for Fourth Grade? PREPS Research Project, 1980-81. Hart County School System, Munfordville, Ky.; Western Kentucky Univ., Bowling Green, Coll. of Education.
Pub Date-80
Note-24p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Attitude Change, *Grade 4, Intermediate Grades, *School Attitudes, School Readiness, *Self Concept, *Student Attitudes
Identifiers-Comprehensive Tests of Basic Skills, Hart County School System KY, Piers Harris Childrens Self Concept Scale

Concern for an apparent drop in liking for school by fourth grade students led to the study reported here. It was felt that less adequately prepared students would like school less than their counterparts. Moreover, three self-concept scales were thought to be connected to the observed decline. Four instruments were administered to fourth graders in the Hart County (Kentucky) School System. These included: liking for school, happiness and satisfaction, popularity, anxiety. In addition, seven subscales of the Comprehensive Tests of Basic Skills (CTBS) were used as indicators of students' preparation for fourth grade. Results found no association between grade four preparation and three dependent variables (liking for school, popularity, anxiety). Association was found between four subareas of the CTBS (reading comprehension, total reading, math concepts, math application) and the happiness and satisfaction scale. (Author/GK)

ED 206 720 TM 810 628

Baker, Jerry R. And Others

Meta Evaluation of the Saginaw Township Middle School Enrichment Center Project, 1979-80.

Spons Agency-Michigan State Dept. of Education, Lansing.; Saginaw Township Community Schools, Mich.

Pub Date-Aug 80

Note-77p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Enrichment Activities, *Evaluation Criteria, Evaluation Methods, Gifted, Intermediate Grades, Junior High Schools, *Program Evaluation, *Standards

Identifiers-Evaluation Standards, *Meta Evaluation

In 1979, the Saginaw (MI) Township Community Schools contracted with the Evaluation Research Center of the University of Virginia to evaluate its Middle School Enrichment Center for gifted and talented students in grades 5-8. This meta evaluation assesses the extent to which that evaluation was technically adequate in revealing the merit of the Enrichment Center; useful in guiding decisions; ethical in dealing with people and organizations; and practical in using resources. Data for the meta evaluation were collected through interviews with the primary evaluation staff, interviews with the Enrichment Center staff, and a review of the primary evaluation final report. The evaluation will be reviewed in terms of the standards for technical adequacy, usefulness, ethics, and practicality; and in terms of the objective analysis sheets included in the program proposal. (Author/BW)

ED 206 763 UD 021 606

Hewitt, Elinor

Yiddish as a Measure of Jewish Identity in Soviet and American Jews.

Pub Date-Apr 81
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ethnicity, Hebrew, Immigrants, *Jews, *Judaism, *Language Role, *Religious Cultural Groups, Religious Factors, *Yiddish
Identifiers-*Russian Jews

A study was conducted to compare the degree of Jewish identity felt by: Soviet immigrants and American Jews. Questionnaire respondents in each group indicated their knowledge of Yiddish and of religious customs. Spoken knowledge of Yiddish was far more common among the Soviet Jews surveyed than among the Americans. Any knowledge of Yiddish by Soviet immigrants was likely to be communicative competence, while Yiddish knowledge among the Americans tended to be receptive only. However, knowledge of religious customs was much lower in general among Soviet Jews. Awareness of Hebrew names was also lower among the immigrants, and knowledge of Hebrew was almost nonexistent, while knowledge of Hebrew was high among young Americans. In addition, awareness of Hebrew names was very high among Americans of all ages. It appeared that there is a strong sense of Jewish identity among Soviet Jews, but it is a secular identity. (Author/APM)

ED 206 278 IR 009 540

Rosenau, Fred S.

Educational Information Resources in the United States. The State of the Art.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date-Sep 79

Note-20p

Pub Type- Information Analyses (070) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administration, *Educational Resources, *Guides, *Information Centers, *Information Dissemination, Information Needs, Information Seeking, *Information Sources

This review of educational information resources supported by the federal government, state and local taxes, and professional associations, provides a summary of the more active information centers along with the titles of some handbooks that can guide the user to additional resources. It also discusses who uses information and how, targeting of information to users, and the complexities of the dissemination process, and concludes with some thoughts for future directions in information resource management for the educational community. (RAA)

ED 206 347 JC 810 487

Bresler, Marilyn
Veteran Enrollment. Analytical Studies Research Report, 80-9.
Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-Nov 80
Note-24p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Enrollment, *Enrollment Trends, Full Time Equivalency, Full Time Students, Multicampus Districts, Part Time Students, Two Year Colleges, *Two Year College Students, *Veterans

Tables and graphs are presented summarizing the enrollment of students receiving Veterans Administration (VA) benefits at the Maricopa County Community College District from Fall 1972 through Fall 1980. The report provides Spring and Fall and day and evening enrollment figures for the district as a whole and for each of the six colleges in the district. An analysis of the data reveals that veteran enrollment began increasing in Spring 1973, was high from Spring 1976 through Spring 1977, and then began to decrease until it reached a low of 56,898 headcount enrollment and 26,637 full-time equivalent (FTE) enrollment in Spring 1980. Veteran enrollment accounted for approximately 9% of the district headcount and 11% of district FTE enrollment in Fall 1980. Headcount/FTE ratios were generally lower for veterans than for all students, reflecting the higher number of full-time students among veterans. Veterans accounted for 4% to 25% of the FTE student enrollment at the various colleges in the district. (AYC)

ED 206 404 PS 012 376

Lipsitz, Joan

Early Adolescence: Social/Psychological Issues.

Pub Date-Mar 81

Note-18p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (St. Louis, MO, March 7-10, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Developmental Tasks, *Individual Development, *Individual Needs, Junior High Schools, Psychological Characteristics, *School Role, Social Development, *Stress Variables, Teacher Role

It is the misfortune of young adolescents that just at the point in their lives when they are seeking definition, two areas of confusion and ignorance converge: confusion about the purposes of schooling for young adolescents and ignorance about early adolescence as a critical developmental stage in the life span. Some myths which prohibit better services to young adolescents include the following: (1) adolescence is normally pathological,'' (2) adolescents are a homogeneous group, (3) adolescents are children, (4) adolescent growth is continuous and uniformly synchronized, and (5) adolescence is a transitional'' time of life. Beliefs such as these diminish the ability of teachers to perceive and effectively respond to adolescents' needs which originate in socio-emotional developmental tasks such as forming commitments, outgrowing characteristic forms of egocentrism, and, importantly, exploring the capacity to think abstractly. Current teacher training practices do not sufficiently stress development; secondary school teachers are therefore not adequately prepared for teaching adolescents. Once in schools, teachers can expect little help from the misused school guidance system. Since no utopian solutions to the problems of educating young adolescents exist, two questions should be kept in mind to keep practice on the right track: How do we want adolescents to grow up in America? and, What do we want adolescents to be doing? (Author/RH)

Role of Advisory Groups. Instructor Guide. Working for Clean Water: An Information Program for Advisory Committees.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-27p.; For related documents, see SE 035 551-566 and SE 035 727.
Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Advisory Committees, *Citizen Participation, Community Action, Community Planning, *Environmental Education, Nonschool Educational Programs, Organizations (Groups), *Postsecondary Education, Science Education, *Social Studies, *Water Resources
Identifiers-*Waste Water Treatment

Presented is an instructor's manual for conducting a learning session about public participation in water quality planning. Participants in the session learn about the purpose, organization, and activities of citizen advisory groups. The manual, a component of the Working for Clean Water Project, is designed for use in conjunction with a slide-tape program. (WB)

ED 206 513 SE 035 643

Mahmoud, Hussein Bashir

Secondary School Science Curricula Practices: A Ten-Year Longitudinal Study of Schools in Ten States.

Pub Date-81

Note-686p.; Ph.D. Dissertation, The Ohio State University. Appendix may be marginally legible.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, *Educational Change, Educational Strategies, Junior High Schools, *Science Curriculum, Science Programs, Secondary Education, *Secondary School Science, Secondary School Teachers, *Surveys, *Teacher Attitudes

Identifiers-*Science Education Research

This study was designed to identify: (1) status of science teaching and science teachers' and principals' attitudes toward change in science curricula and school practices during the 1979/80 school year in 100 public secondary schools (grades 7-12) that participated in a previous study in 1970/71, and (2) changes that have occurred in science curricula and school practices in the selected schools from 1970/71 to 1979/80. The target population of 1979/80 consisted of public secondary schools (grades 7-12) which participated in 1970/71 and in which both the principal and the teacher(s) responded. Ten states were selected for the study because they met specific criteria. From each of the ten sampled states, ten secondary schools were selected randomly. Thus, the total number of the sampled schools was 100. Principals of each of the sampled schools were requested to participate in the study; three science teachers were randomly selected from each building. Results of the status study are described in the report. These data were also compared to the 1970-71 study. Recommendations for future research and policy are included. (Author)

ED 206 616　　SP 018 872

Ewing, James M.

Management Analysis Paper for the New Quadrivium. A Proposal for the Restructuring of Teaching and Learning in Dundee College of Education.

Dundee Univ. (Scotland). Coll. of Education.

Pub Date-Mar 81

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, Cooperative Planning, Curriculum Development, Foreign Countries, Higher Education, *Interdisciplinary Approach, Long Range Planning, Organizational Effectiveness, Policy Formation, *Relevance (Education), *Schools of Education, *Systems Analysis, *Teacher Education

Identifiers-*Dundee College of Education (Scotland)

This proposal for the restructuring of teaching and learning in the Dundee College of Education (Scotland) evolved from a perceived need to identify and bridge any gap between education and society. The establishment of four Academic Councils was proposed to examine the following areas: (1) the management of learning and teaching from the unique resource facilities of the college; (2) the examination, and, when necessary, the revision of all courses to ensure their relevance to social, academic, and practical needs; (3) the establishment, where desirable, of relationships between departments which would assist fulfillment of the objectives of the college and simplify some administrative processes; and (4) the review of assessment techniques to harmonize with other changes. This structure has materialized and is now functioning. The four Academic Councils are responsible for studying, evaluating, and making recommendations on: learning management systems; course planning teams; departmental confederations; and academic assessment. A description is given of the progress of this proposal, its strengths and weaknesses are examined, and views are offered on the feasibility and desirability of interdepartmental cooperation in a four-year college program. (JD)

ED 206 240 HE 014 311

Dresner, Bruce M.
Results of the 1980 NACUBO Comparative Performance Study and Investment Questionnaire.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency-Continental Illinois National Bank and Trust Co., Chicago.
Pub Date-81
Note-134p.; For related document see HE 014 310.
Available from-National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036 (members $25.00, nonmembers $50.00).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, *Educational Economics, *Endowment Funds, Financial Policy, Fiscal Capacity, *Higher Education, *Income, *Investment, *Money Management, National Surveys, Productivity

The purpose of the annual National Association of College and University Business Officers' (NACUBO) Comparative Performance Study is to aid administrators in evaluating the performance of their investment pools. The 1980 study contains two parts: (1) comparative performance information and related investment performance statistics; and (2) other endowment statistics. All performance figures are computed using annual data supplied by participating institutions; confidentiality is maintained by use of institutional codes, with selective non-performance data identified by institution when deemed valuable. Performance information includes a list of participating institutions and their life income and endowment funds, performance analysis, asset composition, risk measurement, stock and bond turnover, investment advisory fees and discretion. Endowment characteristics information includes general information on endowment growth and real growth and life income funds, fiscal 1980 endowment and gifts to endowment, endowment spending and support, investment management and custody matters, and investment policy and practice. In most cases, data and some analysis are presented. Exhibits include an alphabetized list of participants representing 198 pools, characteristics of participating investment pools, a detailed performance summary of average annual total return, a list of institutions that apply total return for budgeting purposes, index of investment managers, and index of endowment custodians. Notes on performance measurement methodology and an explanation of computations are appended. (MSE)

ED 206 257 HE 014 377

Atelsek, Frank J. Gomberg, Irene L.

Selected Characteristics of Full-Time Humanities Faculty, Fall 1979. Higher Education Panel Report, Number 51.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency-Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Aug 81

Note-94p.

Available from-Higher Education Panel, American Council of Education, One Dupont Circle, Washington, DC 20036.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Doctoral Degrees, *English Departments, Females, Higher Education, History, *Humanities, Males, Minority Groups, Modern Languages, Philosophy, *Teacher Characteristics, Teacher Qualifications, Tenure, Women Faculty

Information is presented on the total number of faculty in four of the major humanities disciplines, on their gender and racial/ethnic composition, and on their level of education and tenure status. The following four core disciplines were assessed: English, history, modern languages, and philosophy. Of the 693 originally surveyed institutions of the Higher Education Panel, usable responses were received from 562 institutions. Data from responding institutions were statistically adjusted to represent the eligible national population of 2,447 universities, four-year colleges, and two-year colleges. Among the findings are the following: as of fall 1979, more than 2,400 institutions had approximately 58,600 full-time humanities faculty teaching the four humanities areas; English accounted for 30 percent of all humanities departments and 48 percent of all humanities faculty, and philosophy accounted for 21 percent of all departments and 10 percent of all faculty; 72 percent of the 58,600 full-time humanities faculty are tenured, and 12 percent are outside the tenure system; tenure rates among full-time humanities faculty are 79 percent for nonminority men, 71 percent for minority men, 59 percent for nonminority women, and 61 percent for minority women; nearly two-thirds of all full-time humanities faculty had earned a Ph.D. in a humanities field; philosophy had the highest percentage of doctorate holders, followed by history, modern languages, and English; of all faculty teaching in 1979-80 in the four humanities fields, 3,700 were newly appointed that year; nearly three-fifths were appointments in English departments. A sample survey form is appended. (SW)

ED 206 303 IR 009 602

Feilitzen, Cecilia And Others

Open Your Eyes to Children's Viewing: On Children, TV and Radio, Now and in the Future.

Swedish Broadcasting Corp., Stockholm.
Report No.-ISBN-91-7552-042-7
Pub Date-77
Note-135p.; Translated by Keith Bradfield.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Broadcast Television, Child Development, Childhood Attitudes, *Childrens Television, Foreign Countries, *Programing (Broadcast), Radio, Television Research, *Television Viewing, *Use Studies, Violence
Identifiers-*Sweden

This review of the findings of Swedish research on children, television, and radio provides summaries of studies conducted over approximately 15 years in four different chapters: children's television viewing and radio listening, how children are influenced by television, children and foreign television programs, and disadvantaged children and TV/radio. Comments on the proposals made by a Swedish government Commission on broadcasting in a 1977 report, which are provided at the end of each relevant research summary, include alternative conclusions and proposals. The extensive bibliography provided includes many items in English as well as Swedish. (MER)

ED 206 385 PS 012 348

Iannotti, Ronald J.
Prosocial Behavior, Perspective Taking, and Empathy in Preschool Children: An Evaluation of Naturalistic and Structured Settings.
Pub Date-Apr 81
Note-34p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cues, *Empathy, Motivation, Observation, *Peer Relationship, *Perspective Taking, *Preschool Children, Preschool Education, *Prosocial Behavior, Rating Scales, *Research Methodology, Sex Differences, Spontaneous Behavior, Teacher Attitudes
Identifiers-Context Effect, *Multiple Measures Approach, Naturalistic Observation

The prosocial behavior of 52 preschool children was assessed using three different approaches: naturalistic observation, laboratory measures, and teacher ratings. During the naturalistic observation, an observer, either male or female, focused on one child at a time and recorded any examples of prosocial behavior demonstrated by the child as well as the antecedents (whether a request preceded the behavior and, if so, which type of request) and the consequences of this behavior (whether the recipient expressed gratitude or reciprocated). Each child was observed for an average of 79 minutes over a period of 5 months. During the last month of the observation, laboratory measures of perspective taking, prosocial behavior, and empathy were taken. Three teachers then rated the children's prosocial behavior under different eliciting situations: explicit request from the teacher, explicit request from another child, or spontaneous behavior without a request. Analysis of the antecedents and consequences of the prosocial behavior, the structured measures of perspective taking, and the components of empathy suggest the relative importance of various contextual and motivational influences on each type of prosocial behavior. Preschool children demonstrate a sensitivity to the needs and feelings of their peers, and this capacity, though not tapped by traditional measures of perspective taking, may mediate prosocial behavior in the natural setting. Methodological implications are also presented. (Author/MP)

ED 206 532 SO 013 550

Johnson, Donald H., Jr.

Mobility in the Virgin Islands: An Introduction to a Microstate Study.

Pub Date-May 81

Note-11p.; Paper presented at the Annual Meeting of the Caribbean Studies Association Conference (6th, St. Thomas, Virgin Islands, May 26-30, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Developing Nations, *Educational Background, Educational Mobility, Ethnicity, Higher Education, *Human Capital, *Occupational Mobility, Secondary Education, *Social Mobility, Socioeconomic Status, Surveys

Identifiers-*Virgin Islands

This paper discusses a survey undertaken in 1981 to investigate the influence of education on occupational realities and expectations of high school graduates in the U.S. Virgin Islands. The specific focus of the survey was on the effect of high school graduation on the young indigenous population's mobility expectations, pursuit of higher education, job aspirations, and job opportunities in the Virgin Islands and elsewhere. The hypothesis was that expanded educational facilities and access tend to increase expectations without providing occupational opportunities to satisfy those expectations. The sample consisted of all Virgin Islands high school seniors on St. Thomas, St. Croix and St. John in May, 1981. Of the 961 questionnaires returned, 945 were valid. Initial analysis of the questionnaires indicated several patterns of mobility, including that students sent abroad (generally to the United States or Great Britain) probably would not return to serve the Virgin Islands as their occupational possibilities were greater elsewhere, students educated at schools and colleges in the Virgin Islands and the Caribbean in programs designed specifically to meet local needs were likely to seek and find work in the Virgin Islands, and people with a broad education often felt alienated from their peers. The conclusion is that the net effect of higher education is more a negative than a positive factor in the development of a microstate such as the Virgin Islands. Additional research is suggested to determine the roles played by ethnicity, socioeconomic status, education, and academic achievement in the outward mobility of students in the Virgin Islands. (DB)

ED 206 573 SP 018 305

Shotick, Andrew L. Reisman, Fredricka

An Instructional Model for Training LEA Supervisors to Assist in Training Teachers in Best Practices and Exemplary Models for Mainstreaming Handicapped Children.

Auburn Univ., Montgomery, Ala. Southeast Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 79
Contract-OEC-78-0017
Note-114p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Development, Classroom Techniques, Cognitive Development, Continuing Education, *Diagnostic Teaching, Elementary Secondary Education, *Individualized Education Programs, *Learning Processes, *Mainstreaming, *Problem Solving, School Districts, *Supervisory Training, Teacher Education, Team Teaching

This handbook is based on a field tested training model directed toward preparing regular and special education teachers to teach children in a mainstreamed classroom. There are four components: knowing, diagnosing, developing, and bridging. Seven modules contain the following sections: the major theme, introduction, goals, objectives, instructional activities, resources for further study, and evaluation activities. Modules are designed to develop the following competencies: (1) demonstrate a knowledge base regarding generic factors of human development that influence learning (knowing); (2) use relevant information in planning educational experiences (bridging); (3) demonstrate strategies for facilitating cooperative teaching relationships among regular and special educators (developing); (4) demonstrate creative problem solving skills (developing); (5) demonstrate diagnostic supervisory strategies (diagnosing); (6) serve as a member of a team engaged in writing individual educational programs (bridging); and (7) serve in a continuing education role for a school district regarding clarification of legal and educational aspects of educating exceptional students (bridging). (JD)

ED 206 595 SP 018 813

Bryant, N. Dale And Others
Narrowing the Gap Between Research and Practice. Technical Report
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Inservice Teacher Education,
*Learning Disabilities, *Remedial Reading, Resource Room Programs,
*Sight Method, *Special Education Teachers, *Teacher Workshops,
Teaching Methods

A model is outlined for translating validated instructional principles into effective educational practices. Thirty-seven resource room teachers attended two three-hour workshops which were designed to train them to use an instructional program for teaching ten sight words to remedial readers. Teachers' reactions to the program were gathered as data for testing experimental modifications to the program. The first workshop began with an orientation to the principles of remedial teaching, forming the basis of the sight word program. This was followed by training in the specific program methods. Three program modifications were used for one week by three groups of teachers. The methods varied the number of words introduced at one time and the use of reduced response competition (RRC temporarily dropping words from list practice as they are learned). At the second workshop session, separate group meetings were held to gather data on each teaching method and to discuss teacher reactions to the program. This was followed by a general session in which the specific research was discussed. The data and the teachers' reactions indicate that teaching in five-word units using RRC was the best of the three methods. The workshop/applied research method was found to be beneficial to both practitioners and researchers.
(Authors/FG)

ED 206 638 TM 810 526

Patrick, Edward And Others

Large Scale Surveys: Interagency Collaboration.

Pub Date-Apr 80
Note-128p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Agency Cooperation, *Community Attitudes, *Community Surveys, *Competency Based Education, Feasibility Studies, High School Graduates, *Minimum Competencies, Pilot Projects, Questionnaires, School Districts, Secondary Education, State Departments of Education
Identifiers-Pennsylvania, *Project 81

Outlined and evaluated in this paper is the collaborative process used by Project 81 state educational agency (SEA), local educational agency (LEA) and support staff in planning and managing a survey to validate life-role competency statements at twelve pilot sites in Pennsylvania. The project is a Pennsylvania Department of Education competency-based education program; its aim, to redefine the states' goals for public education in terms of the competencies needed by young people to

function effectively in society. Survey methodology answered the Project's need for a standard, reliable, cost-effective procedure for obtaining generalizable opinion data pertinent to community referenced goal and priority setting. The validation survey allowed the community to review and assign values to proposed competencies. Initial survey conceptualization, tryout/revision, final design, and implementation processes are described and appended together with a partial summary of survey results at a sample pilot site. (Author/AEF)

ED 206 742 UD 021 297

Detecting Prejudice. A Handbook for You On Discrimination In Visual Materials.

Populot Educational Resources, Montreal (Quebec).

Report No.-ISBN-0-88795-004-3

Pub Date- 79

Note-52p.

Available from-Williams-Wallace Productions International, Inc., 229 College Street, Toronto, Ontario M5T 1R4, Canada ($2.95); 10 or more copies, less 20%; booksellers, less 40%).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attitudes, *Change Strategies, Cultural Images, Elementary Secondary Education, *Ethnic Stereotypes, *Sex Stereotypes, *Social Bias, *Visual Aids

This is a handbook for teachers on detecting prejudice and discrimination in visual materials. The guide begins with a quiz to determine an individual's predisposition to prejudice. In the next section articles and pictures taken from the media are found which show discriminatory attitudes toward minority groups and relate how people are affected by actions resulting from these attitudes. The last section provides ways in which individuals, teachers, and community action groups can fight prejudice. A glossary of relevant terms, the addresses of several resource groups, and a list of available films and books conclude the guide. (APM)

ED 206 785 UD 021 656

Harvey, T. Edward And Others

An Investigation of Cross-Cultural Cognitive Styles among Traditional and Assimilated Communities of Polynesians and Asian-Americans: A Pilot Study.

Pub Date-23 Apr 81

Note-31p.; Not available in paper copy due to authors' restriction. Some tables may be marginally legible due to reproduction quality of original document. Paper presented at the Annual Convention of the National Association for Asian and Pacific American Education (3rd, Honolulu, HI, April 23, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Asian Americans, *Cognitive Measurement, *Cognitive Style, *Cross Cultural Studies, *Cultural Differences, Elementary Education, Hawaiians, *Learning Modalities, Samoan Americans, Whites

Identifiers-*Hill Cognitive Style Mapping Inventory

This study investigated the effect of culture on the cognitive styles of Polynesian Asian, and Caucasian Americans in a multicultural school setting. The study attempted to test the Hill scales of cognitive development to determine if they would be a valid predictor of individual cognitive styles. In addition, the investigation tested the popular hypothesis, derived from previous studies on cognitive styles, that students come to school equipped with preferred modes of learning that are the result of the child's cultural milieu, and the teaching style of the mother. The participants in this study came from three sixth grade classes in an Hawaiian school, and were nearly equally distributed with regard to sex. Data were collected by having students respond to Hill's Cognitive Style Mapping Questionnaire. The data showed that sixth graders in a multicultural setting in Hawaii tend to demonstrate differing cognitive styles which they bring to school as a result of each child's dominant family culture, and the Hill scales seem to discriminate these differences along cultural lines. (Author/APM)

ED 206 329 IR 009 773

Zigerell, James J. And Others

Television in Community and Junior Colleges: An Overview and Guidelines.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Contract-400-77-0015; 400-78-0038

Note-46p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-51, $6.00 prepaid).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Learning, *Community Colleges, Consortia, *Curriculum Design, Curriculum Development, *Educational Television, Financial Support, Needs Assessment, *Telecourses, Television Curriculum, *Television Research, *Two Year Colleges

This ERIC Information Analysis Product is intended to provide current, succinct, and accurate information regarding the use of television, especially telecourses, in 2-year postsecondary institutions. To provide a comprehensive overview of the subject, the monograph is divided into three major sections: (1) current developments in telecommunications in 2-year postsecondary institutions in the United States; (2) what the research says about the use of telecommunications with adult learners; and (3) how to get started in using the new media to provide cost-effective instruction in community and junior colleges. The format is in questions and answers to aid individuals who are asking similar questions and cannot take time to read an entire publication to find help on one specific matter. References are provided for each section as well as a list of additional readings. (Author/CHC)

ED 206 424 RC 012 661

Dunnell, P.

Country School Leavers: A Study of the Aspirations and Experiences of School Leavers from Fourteen Country Schools in Western Australia. Studies in Rural Education No. 5.

Western Australian Education Dept., Perth. Research Branch.
Report No.-ISBN-0-7224-8023-3
Pub Date-Aug 80
Note-101p.; For related documents, see ED 186 159, ED 194 235 and RC 012 660.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Aspiration, *Dropout Attitudes, *Dropouts, Educational Assessment, *Education Work Relationship, Employment Opportunities, Expectation, Foreign Countries, *Occupational Aspiration, Occupational Information, Questionnaires, *Rural Education, *Rural Youth, School Holding Power, Secondary Education, Sex Differences, Socioeconomic Influences
Identifiers-*Australia (Western Australia)

Besides describing actual experiences of rural students who leave school before completing Year 12, a 1978-79 study in Western Australia was also designed to investigate options and employment opportunities available to school leavers. Questionnaires from 1,371 students in Years 9-12 in 14 schools collected data on background, education, aspirations and expectations. Six months later, students (256) identified as school leavers returned mailed questionnaires on their post-school experiences; 12 of the original students (employed, unemployed, or re-enrolled in school) were interviewed for case studies. Findings were: rural school leavers wanted to remain in country areas and were keen to get jobs; girls faced a more difficult situation than boys when leaving rural schools to seek work; substantial numbers of school leavers were disenchanted with school; information provided by schools on careers and on the transition from school to work may be inadequate; students from rural schools either sought work locally, moved to larger population centers to find jobs, or continued their studies; rural students found jobs in distinctive ways (direct contact and family associations); job opportunities were very restricted in rural areas. Recommendations included: considering the situation of female school leavers; reviewing rural secondary schools and schools' transition activities; further research. (MH)

ED 206 441 RC 012 901

Garcia, Steve B.

Language Usage and the Status Attainment of Chicano Males. Bilingual Education Paper Series, Vol. No. 6.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date-Jan 81

Note-47p.

Available from-National Dissemination & Assessment Center, California State University, Los Angeles, CA 90032 ($2.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acculturation, Bilingualism, Economic Opportunities, Educational Attainment, Educational Status Comparison, Education Work Relationship, *Employment Level, Ethnicity, Income, Language Maintenance, *Language Usage, *Males, *Mexican Americans, Social Mobility, *Socioeconomic Status, *Spanish Speaking

Identifiers-*Chicanos

The implications of an ethnicity variable, language usage patterns, on the status attainment of 1,777 Mexican American males, ages 18 to 64 years, in the civilian labor force were studied. Language was viewed as a background variable that influences the relative positioning of Chicanos in the stratification system. It was hypothesized that, in general, an inverse relationship exists between Spanish use and socio-economic attainment. Using data from the 1976 Survey of Income and Education, language was operationalized into five bilingual/monolingual categories of English and Spanish use. Subsequently, total, direct, and indirect effects were decomposed and analyzed using age, earning, education, occupation, weeks worked, region, and language usage as dependent variables. Contrary to previous evidence, it was found that language usage patterns significantly influenced the occupational and income attainments of Chicano males. Specifically, the more English was used to the exclusion of Spanish, the greater the rise in schooling levels, job prestige, and work income. At the same time, most of the effects of language, in its role as a background characteristic, were mediated by education a factor that has a crucial influence in Chicano assimilation patterns. (Author/NEC)

ED 206 463 SE 035 503

Finney, Ross L. And Others

Modules and Monographs in Mathematics and its Applications Project (UMAP). Final Report 1976-1980.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jan 81
Grant-NSF-SED-7619615
Note-168p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Mathematics, Curriculum Development, Higher Education, Instructional Materials, *Learning Modules, Mathematical Applications, *Mathematics Curriculum, Mathematics Instruction, *Mathematics Materials, Undergraduate Study

This report describes the program and activities of Modules and Monographs in Mathematics and its Applications Project (UMAP) from July, 1976 through December, 1980. UMAP's purpose is to: (1) Develop and disseminate self-contained modular materials in mathematics and its applications suitable for the undergraduate classroom, to help meet the increasing demand for professional education in mathematics; and (2) Establish a self-sustaining Consortium for Mathematics and its Applications (COMAP) that will continue to produce materials after the initial funding period, and that will represent a broadly-based group of users and producers of such materials. This document reports on all major aspects of UMAP's efforts and activities undertaken during these first four years to achieve its stated goals. (MP)

Caulley, Darrel N. Dowdy, Irene

Legal Education as a Model for the Education of Evaluators. Research on Evaluation Program Paper and Report Series.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-NWREL-REP-51
Pub Date-Jan 81

Contract-400-80-0105
Note-31p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies, *Evaluators, Higher Education, Law Students, *Legal Education, *Models, *Professional Education, *Teaching Methods
Identifiers-*QUEMAC Value

The potential for using case examples in the education of evaluators is paralleled to the legal case method of instruction currently used in the education of law students. Ways in which such cases are used in instruction are discussed. Types of information an evaluation case history might contain are then documented and the QUEMAC acronym is presented as a model of this. QUEMAC is comprised of a series of six points that should be incorporated in an evaluation: questions (issues); unquestioned assumptions (principles); event/object evaluated (case facts); answers/claims (decisions); concepts/conceptual structure (legal principles). Legal case history parallels appear in parenthesis. This model also requires the inclusion of procedural history for evaluation purposes. Three essential devices of the case method of instruction are discussed in terms of how they might be applied to the education of evaluators: (1) case-book; (2) student class participation; (3) problem-type examination items. In conclusion, it is suggested that implementation of such an instructional method may prove difficult since no system exists whereby evaluation case histories are written up, and the exposition of the logic underlying an evaluation is rarely given in an evaluation report. (AEF)

ED 206 700 TM 810 601

Evertson, Carolyn M. And Others

Texas Junior High School Study: Teacher Self-Reports and Student Outcomes. Volume III, Tables Presenting Relationships with Student Ratings of Teachers.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-R&DCTE-R&D-R-4080

Pub Date-May 80

Contract-OB-NIE-G-80-0116

Note-656p.; For related documents, see TM 810 599-602. Available in microfiche only due to small print size.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Classroom Observation Techniques, *English Instruction, Interviews, *Junior High Schools, Language Teachers, Multiple Regression Analysis, Predictor Variables, Questionnaires, *Secondary School Mathematics, *Secondary School Teachers, *Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness

Identifiers-California Achievement Tests, Texas

The primary emphasis of the Texas Junior High School Study was the investigation of process-outcome relationships in 136 junior high school math and English classes. A total of 68 teachers were observed in nine junior high schools in a large urban school district. Teachers also responded to a questionnaire and an interview focusing on presage variables such as teachers' beliefs, expectations, assumptions about teaching, and self-reports of instructional practices. Two outcome measures were used: an achievement test reflecting the subject matter taught, and student ratings of teachers. Volume III presents four tables: prediction of mathematics student ratings of teachers from teacher questionnaire and California Achievement Test; prediction of mathematics student ratings of teachers from teacher interview and California Achievement Test; prediction of English student ratings of teachers from teacher questionnaire and California Achievement Test; and prediction of English student ratings of teachers from teacher interview and California Achievement Test. (Author/BW)

ED 206 721 TM 810 629

Ward, James G. Gould, Jewell C.
Plain Talk About Standardized Tests. Research Report.
American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Oct 80
Grant-NIE-G-79-0041
Note-93p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Achievement Tests, Aptitude Tests, Criterion Referenced Tests, Elementary Secondary Education, Minimum Competency Testing, Norm Referenced Tests, Scoring Formulas, *Standardized Tests, *Test Interpretation, Test Reliability, *Test Selection, *Test Use, Test Validity

This handbook, in two parts, constitutes a manual prepared by the American Federation of Teachers, for improving teachers' use of standardized tests. Part I outlines basic concepts and issues surrounding standardized testing for teachers, parents and school administrators. The terms norm-referenced tests, criterion referenced tests, minimum competency tests, achievement and aptitude tests are defined and explained, then followed by a section regarding test selection, in which the aspects of test validity and reliability are introduced. The next chapter, concerned with test interpretation, discusses how scores and various types of derived scores commonly used to report test results, how they are derived, and cautions to be considered in their use. Applications of standardized tests to instructional planning, placement decisions, diagnosis of student needs, and the evaluation of instructional programs are also discussed. Finally, basic premises contributing to the proper use of tests are reviewed. Appendixes include lists of available tests, test publishers, and reference materials which review tests. Part 2 presents a hypothetical school district and two exercises in test selection, score analysis and presentation of same to interested parties. (AEF)

de Sherbinin, Michael J., Ed.

1981 World Refugee Survey.

United States Committee for Refugees, Inc., New York, N.Y.

Report No.-ISBN-0936548-02-9

Pub Date- 81

Note-65p.; Some tables and maps may be marginally legible due to reproduction quality of original document.

Available from-United States Committee for Refugees, Inc., 20 West 40th Street, New York, NY 10018 ($5.00; $4.00 for three or more).

Pub Type- Reports - Evaluative (142) - Reference Materials - Directories/Catalogs (132) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Foreign Countries, Government Role, Humanitarianism, Hunger, Immigrants, *International Programs, *Land Settlement, *Migration, *Refugees, *Relocation

Identifiers-Africa, Asia, Canada, Europe, Latin America, Middle East, United States

This report presents an update and analysis of refugee and/or resettlement situations in Africa, Asia, the Middle East, Europe and Canada, and Latin America. Described are activities undertaken by the following refugee organizations: (1) the Office of United Nations High Commissioner for Refugees (UNHCR); (2) the Intergovernmental Committee for Migration (ICM); (3) the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA); and (4) the United Nations Children's Fund (UNICEF). In addition, the activities and policies of the United States regarding refugees are given special attention. A directory of international, United States government, and voluntary United States agencies, along with human rights groups concludes the report. (APM)

ED 206 279 IR 009 541

Whitlatch, JoBell

San Jose State University Library Services: Results of the Spring 1980 Faculty and Student User Surveys.

California State Univ., San Jose.

Pub Date-81

Note-121p.; Best copy available.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage

Descriptors-*College Faculty, College Libraries, *College Students, Higher Education, *Information Needs, Information Seeking, *Library Planning, *Library Services, Library Surveys, Questionnaires, *User Satisfaction (Information), Use Studies

The results of two surveys, designed to provide data for use in the planning of a new library at San Jose State University, include student and faculty perceptions of the adequacy of present library services in fulfilling research and information needs. Specific areas investigated are hours and security, reference and information services, library instruction, circulation services, periodicals and newspapers, the book collection, and media services. Findings also reflect the perceptions and needs of different faculty and student populations i.e., class or rank, sex, age, ethnic background, years of attending or teaching, school, full or part-time status, and class attendance or teaching time. The characteristics of frequent and infrequent SJSU library users are also reported, and the survey questionnaires for both groups are appended. (Author/RAA)

ED 206 348 JC 810 489

Bresler, Marilyn

45th Day Enrollment Summary, Fall 1980-81 Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date-May 81

Note-42p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgeting, Community Colleges, *Day Students, *Enrollment, *Enrollment Trends, *Evening Students, Full Time Equivalency, Multicampus Districts, Tables (Data), Two Year Colleges, *Two Year College Students

These two reports present data on forty-fifth day enrollments in the Maricopa County Community College District for fall 1980 and spring 1981. The first report summarizes fall headcount and full-time student equivalent (FTSE) enrollment in the district. It indicates the number of students allowed for in the district budget and compares actual to budgeted enrollments. In addition, the percent of change from the previous year's enrollment is shown. This information is also provided for each of the colleges in the district. Enrollment data are further broken down in terms of day and evening, and vocational and non-vocational FTSE. The last tables in this report present longitudinal enrollment data for the district and each college. Like the first report, the second report, which focuses on spring 1981 enrollment, begins with a presentation of district-wide and college enrollment data, and then presents a breakdown of enrollment by class type. This report concludes with graphs illustrating FTSE enrollment trends for the district and for each college. (AYC)

Cole, Charles A.

Small Systems. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-25p.; For related documents, see SE 035 551-566 and SE 035 727.
Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, Nonschool Educational Programs, *Postsecondary Education, Rural Areas, Science Education, *Technology, *Waste Disposal, Water Resources
Identifiers-Septic Systems, *Waste Water Treatment

The rehabilitation of existing on-site wastewater treatment facilities is often the best approach to meeting waste disposal needs. Upon completing the learning session described in this instructor's guide, participants should understand the technology and treatment methods for low-volume wastewater flows. These materials are part of the Working for Clean Water Project, which is intended to provide technical information in lay language to citizen groups interested in water quality planning. (Author/WB)

ED 206 304 IR 009 606

Stutzman, Carl R.

Computer Supported Instruction in California Elementary and Secondary Schools. A Status Report.

Pub Date-Mar 81
Note-39p.; Paper presented at the Annual Fresno Research Symposium (2nd, Fresno, CA, April 24, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Elementary Secondary Education, *Microcomputers, Questionnaires, *Surveys, Teacher Education, Use Studies
Identifiers-*California

A survey instrument was sent to the superintendent of each school district in California in June 1980 to gather information about the uses of computers in instruction in the state's public elementary and secondary schools. The findings of the study indicate that: (1) just over one-third of the districts use computers in instruction; (2) at least two-thirds of the computer using districts use microcomputers; (3) hands-on experience in 82 percent of computer using districts is limited to less than 25 percent of the students; (4) mathematics followed by computer science/literacy, business education, and career education are the most popular curricular applications; (5) BASIC is used in over 60 percent of the instructional applications; (6) over 60 percent of the teachers in districts using computers are either unprepared or inadequately prepared to function in a computer supported environment; and (7) one-third of the districts not using computers are planning to initiate a program next year or soon thereafter. (Author/LLS)

ED 206 367 JC 810 532

Sheldon, M. Stephen

Pattern for Vocational Follow-Up.

Los Angeles Pierce Coll., Woodland Hills, Calif.

Pub Date-Sep 81

Note-25p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Data Analysis, Data Collection, Employment, *Graduate Surveys, *Institutional Research, Interviews, Multicampus Districts, Participant Satisfaction, *Program Evaluation, Questionnaires, *Research Design, Research Methodology, Research Utilization, Vocational Education, *Vocational Followup

Identifiers-Los Angeles Community Colleges CA

Although the primary purpose of this report is to present prototypical procedures for conducting two-year college vocational follow-up studies, it also describes the implementation and results of using these procedures in the evaluation of the electronics, computer science, and tool and manufacturing programs at Los Angeles Pierce College. After providing background on the development of the model, the report considers problems in sampling and the reasons for focusing on program completers. Next, data collection procedures are explained, which involved a highly structured telephone interview to determine course number; program option; course grade; age; sex; ethnicity; number of semesters attended; number of courses completed; objectives in taking courses; judgement about the accomplishment of these objectives; degree/certificate completion; field of employment; work schedule; period when graduate found the job; college presently attending; evaluation of equipment, materials, and instruction; evaluation of usefulness of studies in obtaining a better job, promotion, or raise; and probability of taking more classes. After the methods of data analysis are described, the results of the application of these follow-up procedures at Pierce are presented. The paper concludes with recommendations and conclusions regarding the purposes and value of vocational follow-up for institutional and state purposes. (AYC)

ED 206 405 PS 012 377

Wells, Gordon French, Peter

Language in the Transition from Home to School. Final Report to the Nuffield Foundation.

Bristol Univ. (England). Centre for the Study of Language and Communication.
Pub Date-Jul 80
Note-73p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Classroom Observation Techniques, Comparative Analysis, *Discourse Analysis, *Elementary Schoolstudents, Family Characteristics, Foreign Countries, Interviews, *Language Acquisition, Longitudinal Studies, Measures (Individuals), Mothers, Parent Child Relationship, *Preschool Children, Preschool Education, Primary Education, Research Problems, Student Evaluation, Teachers, *Teaching Styles, Verbal Communication

A longitudinal study of language development in the preschool years was conducted in order to describe developmental sequence and to estimate, at three-month intervals, the range of language attainment in a normal population of children between 15 and 60 months of age. Additionally, possible determinants of variation in rate and style of language development at home were sought, and antecedents of differential progress in the early stages of learning to read were investigated. The sample included 128 children, half 15 months old and half 39 months old, selected from a random sample to give equal representation to both sexes, to four classes of family background, and to birth at each of the four seasons. Results pointed to the importance of preschool experience for children's progress in the early years of schooling and in particular suggested that it was the quality of parent-child interaction that differentially equipped the children to benefit from school. Subsequently, observations of naturally occurring linguistic interaction in the early years of schooling were conducted to address questions about social class similarities and differences between mothers' and teachers' language usage. This third phase of the longitudinal study compared children's language experiences at home and at school, described the teaching styles of parents and teachers, and discussed antecedents of school attainment for children at 7 years of age. (Author/RH)

ED 206 514 SE 035 644

Lemon, Donald K. Minier, Judith E.
Inservice Education: A How-to-Primer.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date-Oct 81
Note-25p.
Available from-Insights, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 (subscription $3.50 per year).
Journal Cit-Insights Into Open Education; v13 n2 Oct 1981
Pub Type- Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational History, *Education Service Centers, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Needs Assessment, Outcomes of Education, Planning, *Program Development, *Program Evaluation, Resource Materials, *School Districts, Science Education, Workshops

Various aspects of inservice teacher education are presented to assist local educators in improving or developing an inservice education program including topics on: (1) the history of inservice education; (2) the variety of activities called inservice; (3) tasks which must be accomplished to develop an inservice plan; (4) cooperative planning; (5) the presentation of inservice education; (6) outcomes for a local inservice plan; (7) criteria for developing; and (8) evaluating inservice education programs. (CS)

ED 206 617 SP 018 873

In-Service Education for School Personnel in Virginia. Guiding Principles. A Priority in Pursuit of Quality Education.
Virginia State Dept. of Education, Richmond.
Pub Date-Mar 80
Note-17p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College School Cooperation, *Delivery Systems, *Educational Improvement, Elementary Secondary Education, *Inservice Teacher Education, Professional Associations, *Program Design, State Agencies, *State Standards
Identifiers-*Virginia

This pamphlet makes suggestions and recommendations for inservice education practices in Virginia on information obtained from a survey conducted in 1978. Guiding principles are outlined for developing and implementing inservice teacher education programs focusing on the following areas: (1) current practices in inservice programs; (2) areas of needed improvement; (3) inservice delivery systems; (4) program features; (5) supporting agencies in Virginia; and (6) state plans and programs. (JD)

ED 206 661 TM 810 553

Weinstein, Claire E. And Others

Design and Development of the Learning Activities Questionnaire.

Texas Univ., Austin. Dept. of Educational Psychology.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.-ARI-TR-459
Pub Date-Aug 80
Contract-DAHC19-76-C-0026
Note-108p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Background, Higher Education, Military Personnel, Paired Associate Learning, Reading Comprehension, Recall (Psychology), *Rote Learning, Secondary Education, *Skill Analysis, *Test Construction
Identifiers-*Learning Activities Questionnaire, *Learning Strategies

The Learning Activities Questionnaire (LAQ) was designed and developed to identify which of the following learning strategies were used by individuals in a variety of academic and training environments: rote (passive and active); physical; elaboration; and grouping. After undergoing two pilot tests, the final version of the LAQ was administered to individuals at five different educational levels: graduate; community college; and three groups of Army trainees high school graduates; general equivalency diploma holders and trainees who had not completed high school. In ten of the fifteen major comparisons conducted, graduate students used each learning strategy significantly more than other groups. With the exception of rote methods, the three non-college groups of Army trainees reported the lowest use of learning strategies. Rote strategies appeared to be used frequently by all groups of respondents. However, graduate students supplemented rote strategies with additional learning strategies. This was also true, to a lesser extent, for community college students. It appears that learners at lower educational levels may not have developed a broad repertoire of learning strategies and largely depend on rote strategies. This suggests the need for training programs designed to modify learning strategies of students and trainees at lower educational levels. Statistics, tasks, and inventories are included. (Author/AEF)

Fitzpatrick, Joseph P.
The Church's Apostolate to the Hispanic Community.
Pub Date-20 Apr 81
Note-16p.; Paper presented at the Annual Conference of the National Catholic Education Association (New York, NY, April 20, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catholic Educators, *Catholics, Catholic Schools, Church Programs, *Church Role, Clergy, *Cross Cultural Training, Elementary Secondary Education, *Hispanic Americans, Minority Groups, Religious Cultural Groups

The Catholic Church has a responsibility to create an environment in which the practice of the faith makes sense to Hispanics, and enables their religious vitality to express itself within the Church of the United States. Over the next one hundred years the Catholic population of the United States will be predominantly Hispanic. The Church and its educational system must adapt by becoming more responsive to the special needs of Catholic Hispanics. There are few Hispanic clergy in the United States. The Church has embarked on a program to educate the clergy concerning the language and culture of Hispanics, and to teach the clergy to be more effective in dealing with the poor. However, this effort has not touched all of the parishes where Hispanics are members, and many Hispanics remain isolated and unintegrated in their parishes. Catholic schools should thus work to prepare students to exercise their influence in both the Church and community. Young Hispanics are undereducated and underemployed in comparison to the general population. If the Church expects to remedy this problem it must become more sensitive to Hispanic values and more appreciative of their problems. (Author/APM)

ED 206 552 SO 013 583

Curriculum Guides in Art Education. Second Edition.

National Art Education Association, Reston, Va.
Pub Date-Mar 80
Note-63p.
Available from-National Art Education Association, 1916 Association Drive, Reston, VA 22091 ($5.95).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Education, *Curriculum Guides, Elementary Education

This bibliography lists curriculum guides in art education published since 1970 in the United States and in the Canadian provinces. All state directors of art were invited through a newsletter announcement to send copies of their guides for inclusion in the listing. Many of the guides are now in the Library of the National Art Education Association. The guide is divided into five sections: kindergarten or grade one through grade twelve; elementary; middle or junior high school; secondary; and miscellaneous or unclassified. Each section includes a listing of the guides in alphabetical order by state and city. The place to purchase each guide is listed with the general information about that guide. (Author/RM)

ED 206 574 SP 018 453

Perera, L. H. Horace

Universality and Availability of Education at All Levels.

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date-May 81
Note-24p.; Paper presented at the CFT/NEA/WCOTP North American Conference (Philadelphia, PA, May 15-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Developing Nations, Dropouts, *Educational Objectives, Equal Education, *Global Approach, Government Role, *Illiteracy, Private Education, *Public Education, Teacher Education, Trend Analysis

An overview is presented in this paper of the problems involved in making education universal and available at all levels in different regions in the world. It is pointed out that a majority of the world's children have no schooling; preschool education, though widely favored, has still to become universal even in the industrialized countries. The problem of dropouts is universal in all school systems, and failures and grade repetitions plague both primary and secondary education. Teacher training is under reexamination in all countries. Various forms of inequality exist in every country. Third world nations are struggling to maintain and expand imported systems of education unrelated to their cultures and unresponsive to their needs. Examples are given of remedial measures being undertaken in the world's educational systems, with particular emphasis on actions being taken in Asia and Africa. (JD)

ED 206 639 TM 810 527

Tate, Richard L.

Factorial ATI Analysis.

Pub Date-Apr 81
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analysis of Variance, *Aptitude Treatment Interaction, Experimental Groups, Hypothesis Testing, Models, *Research Design, Research Methodology
Identifiers-*Estimation (Mathematics), Factorial Designs

An approach to the analysis of an aptitude-treatment-interaction (ATI) design in which the treatment groups are based on an underlying factorial structure is described and illustrated. The approach emphasizes description with point and interval estimation. The example design considered consisted of two nominal treatment variables and one interval aptitude variable. Contrasts analogous to various effects in three-way analysis of variance are identified for the description of the ATI. (Author/BW)

ED 206 786 UD 021 661

Castellanos, Diego

Desegregation of Hispanics and its Implications: A Critical Issue for the 1980s.

Pub Date- 79

Note-10p.; Paper commissioned by the National Project and Task Force on Desegregation Strategies.

Available from-Diego Castellanos, New Jersey Department of Education, 225 West State Street, Trenton, NJ 08625 (no charge).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Compensatory Education, Elementary Secondary Education, *Hispanic Americans, *Multicultural Education, *Racial Relations, *School Desegregation

Identifiers-Bilingual Education Act 1968 Lau v Nichols

School desegregation can no longer continue to be an exclusive black and white issue. With demographers predicting that Hispanics will be the largest minority in the U.S. at the turn of the century, educators are facing the difficult challenge of integrating this minority into the mainstream of American education. Despite a quarter century of public school desegregation, Hispanic children are not only more likely to attend predominantly minority schools than blacks, but their language is often used to further segregate them in special'' classrooms. The court ruling, Lau v. Nichols, and its consequences have placed a high priority on the learning of English for national origin students. But national origin desegregation ought to be a broader issue than compensatory language instruction, although bilingual education may be a necessary part of it. Bilingual education needs to be implemented in a truly bilingual/bicultural ambiance involving both black and white students to avoid the continued isolation of Hispanic bilingual students. Therefore both desegregation programs and bilingual programs need to cooperate in order to insure equal educational opportunity for all students. (Author/APM)

ED 206 241 HE 014 313

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part I).

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date-81

Note-107p.; For related document see HE 014 39.

Available from-National Association for Foreign Student Affairs, 1860 19th St., NW, Washington, DC 20009.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Certification, College Students, *Comparative Education, Degrees (Academic), Elementary Secondary Education, *Foreign Countries, *Foreign Students, Grading, *Graduate Students, Higher Education, International Educational Exchange, *Student Placement, Teacher Certification

Identifiers-Africa, Asia, Australia, Europe, Middle East, South America

Information on the educational systems of 52 foreign countries is presented, and recommendations for student placement into U.S. graduate programs are given in this first of a two-part handbook. For each country a diagram illustrates the demarcation between primary, secondary, and tertiary levels, and explanations are provided on grading systems, levels, secondary school certificates, teacher's certificates, and various types of degrees. Variations among different schools, states, or territories regarding certificates/degrees and grading methods are indicated. The following countries are covered: Afghanistan, Algeria, Australia, Bangladesh, Belgium, Brazil, Canada (and the provinces), China, Colombia, Cyprus, Egypt, Ethiopia, Finland, Germany, Ghana, Greece, Honduras, Hong Kong, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Japan, Jordan, Kenya, Korea, Kuwait, Laos, Liberia, Malaysia, Morocco, Nepal, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Panama, Philippines, Saudi Arabia, Singapore, Sri Lanka, Sweden, Switzerland, Tunisia, Turkey, and Venezuela. (SW)

ED 206 258   HE 014 384

Denker, Joel

Unions and Universities. The Rise of the New Labor Leader.

Pub Date-81
Note-177p.
Available from-Allanheld, Osmun and Co. Publishers, 6 South Fullerton Avenue, Montclair, NJ 07042 ($20.00).
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Case Studies, College Graduates, *Credentials, Degrees (Academic), Educational Trends, Graduate Study, Higher Education, *Labor Relations, *Leadership, Masters Programs, Qualifications, School Business Relationship, Status, Undergraduate Study, *Union Members, *Unions, Work Experience
Identifiers-*University of the District of Columbia

The emergence of the field of labor studies in both undergraduate and graduate programs, its struggle for acceptance within academe, and its effects within the labor movement are studied. Particular emphasis is given to the impact of the credentials issues on the character of the American union, which has traditionally prized experience rather than education as the best preparation for labor leadership. Also discussed are the power shifts that result from the involvement of the labor movement with universities. Anecdotal documentation is provided based on the author's own experience in developing a master's in labor studies program at the University of the District of Columbia. Specific chapters include the following: University Labor Education: The Historical Tradition; The Development of a Labor Studies Program: A Case Study; The Making of a Discipline: Labor Studies and the Quest for Academic Status; Unions and Universities: A Change in the Balance of Power; Union Staff and Demand for Degrees; and Union Outlooks on Labor Studies. An extensive bibliography and subject index are included. (LB)

ED 206 280 IR 009 542

Information for the 1980's. Final Report of the White House Conference on Library and Information Services, 1979.

National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Apr 80
Note-802p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1980 0-324-838:QL3).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF05/PC33 Plus Postage.
Descriptors-Conferences, *Federal Legislation, Hearings, *Information Services, *Library Services, *National Programs, *Public Policy
Identifiers-*White House Conference Library Info Services

These proceedings of the 1979 White House Conference on Library and Information Services contain resolutions which are the basis for the proposed National Library and Information Services Program and for new national legislation. The resolutions reflect (1) the need to reshape library and information services in order to make them more responsive to the people served, (2) the call for local control of services, and (3) the demand for economy and accountability in public agencies. Transcripts of speeches, open hearings, and the joint congressional hearing include the following: Personal Needs by Clara S. Jones; Lifelong Learning by Francis Keppel; Organizations and the Professions by Herbert D. Benington; Governing Society by Major R. Owens; and International Cooperation and Understanding by Bernard Ostry. Also presented are conference highlights, an outline of the proposed national program, an outline of proposed national legislation, an overview of the conference, and a list of participants. Appendices include the conference rules, resolutions not passed, the conference agenda, statistics, Conference via Computer by Elaine B. Kerr, and a list of conference publications and media. (FM)

ED 206 330 IR 009 850

Evaluator's Guide for Microcomputer-Based Instructional Packages.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 81
Note-61p.; Developed by MicroSIFT, A Project of Computer Technology Program.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Assisted Instruction, *Computer Programs, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Guidelines, *Microcomputers
Identifiers-*Microcomputer Software and Info for Teachers

This guide developed by MicroSIFT, a clearinghouse for microcomputer-based educational software and courseware, provides background information and forms to aid teachers and other educators in evaluating available microcomputer courseware. The evaluation process comprises four stages: (1) sifting, which screens out those programs that are not instructional in nature and determines a package's operational readiness and hardware compatibility; (2) package description, including program format, instructional purpose and technique, type of package, available documentation, and the hardware configuration necessary for operation; (3) courseware evaluation, i.e., an assessment of the content, instructional quality, and technical quality of the package; and (4) in-depth evaluation, which is not described in this guide. Forms for the second and third phases are provided, together with explanations of the kinds of information needed and discussions of some of the factors to be considered in completing certain sections of the forms. Definitions of 15 terms are provided in the introductory section. (CHC)

JC

ED 206 386 PS 012 349

Robeck, Carol P. Wiseman, Donna

The Development of Literacy in Middle-Class Preschool Children.

Pub Date- 80

Note-21p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language, *Concept Formation, *Language Acquisition, *Language Attitudes, Middle Class, *Preschool Children, Preschool Education, *Reading Readiness, Reading Research, Word Recognition, Writing Readiness, Writing Research

Identifiers-*Metalinguistics

The purposes of this study were (1) to investigate the metalinguistic knowledge children have acquired from their environment before formal instruction, and (2) to examine the relationship between evolving writing and reading behavior. Twenty middle-class children ranging in age from 4.1 years to 5.11 years were selected. The Goodman and Cox Preschool Concept of Reading and Preschool Concept of Writing Interviews (1977) were used to assess the subjects' concepts and attitudes about reading and writing. Further information about children's evolving writing behavior was obtained through an informal, unstructured writing session in which the child was given a blank piece of paper and asked to write anything he or she wanted. Information about the child's evolving reading behavior was obtained through the Book Handling Knowledge Interview. Subjects were given a short picture book to read and, during the reading, questions were asked to elicit knowledge of such things as beginning and end of story, front of book, and name of book. Subjects' knowledge of directionality, separation of print from pictures, letters and words, punctuation, and other reading behaviors, were further measured by the Stanford Binet Intelligence Scale. Results indicated that while preschool children may not have fully developed concepts of the linguistic terms used in an instructional setting (such as letter'', word'', and sentence'') and may not be able to indicate word-by-word matching of spoken/written words, they do have a functional concept of the purpose of reading and writing, as well as immature but developing concepts of linguistic terms and the direction of print both on a page and in a book. (Author/MP)

ED 206 464 SE 035 504

How to Evaluate Your Mathematics Program.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.-ISBN-0-87353-183-3
Pub Date-81
Note-18p.
Available from-National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA. 22091.
Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Program Evaluation, *Program Improvement

Presented is a guide for assessing the strength and effectiveness of school mathematics programs and for setting directions for change. The guide lists 21 standards under the headings of Instruction, Curriculum and Instructional Materials, the Teacher, and Physical Facilities and Equipment. In a section titled Implementation,'' the guide provides questions deemed appropriate and sufficiently specific and direct as to promote reflection and discussion under each standard. Prepared by a committee of 15 teachers, principals, and supervisors representing all levels of mathematics education, the guide is designed to aid staff in finding target areas for program improvement. (MP)

ED 206 533 SO 013 552

Bachman, Jerald G.

Trends In High School Seniors' Views of the Military. Monitoring the Future Occasional Paper 12.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date-81
Note-33p.; Paper presented at the Annual Meeting of the American Association for Public Opinion Research Convention (Buck Hills Falls, PA, May 28-31, 1981).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*High School Seniors, *Military Service, National Surveys, Secondary Education, Social Science Research, *Student Attitudes

The paper provides an overview of high school seniors' views of the military as an institution, and also as a prospective work role. Data were obtained from the Monitoring the Future project, an ongoing study of high school seniors conducted by the Institute for Social Research. Surveys were mailed to a national sampling of high school senior classes from 1976 through 1980. Students were asked to indicate their views concerning (1) their own possible service in the armed forces; (2) the nature of the job opportunities provided in the military; (3) the military contrasted with other national institutions; and (4) the needs and uses for military power. Findings include the following. Seniors' views about the military as an institution have been most favorable during the past five years, with only a small minority indicating that military influence and spending are too high. However, very few seniors view military service as an acceptable or desirable work setting, and the proportion who do has been shrinking since 1976. There has also been some decline in perceptions that military service provides good opportunities for personal fulfillment or educational advancement, whereas perceptions of discrimination against women in the military have risen sharply. (Author/RM)

ED 206 596 SP 018 833

Health Education. Physical Dimension of Health. Nutrition Education. Grades K-3.

New York State Education Dept., Albany. Bureau of School Health Education and Services.; New York State Univ. System, Albany.
Pub Date-79
Note-118p.; For related documents, see ED 191 846 and SP 018 837.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Class Activities, *Consumer Education, *Dietetics, Early Childhood Education, *Eating Habits, Foods Instruction, *Health Education, *Nutrition Instruction, Teaching Methods

This guide to nutrition education can be used as a basis for curriculum development at the school district level, as well as a basis for daily lesson planning by teachers. It is arranged by topic, subtopic, terminal and enabling objectives, learner activities, and teacher information. The topics and subtopics identify the broad areas of nutrition. These topics are: the development of food, the uses of food, factors influencing eating patterns, and food advertisements. The terminal and enabling objectives indicate goals to be achieved and the means of achieving them. The learner activities are intended to assist pupils in achieving the lesson goals. The teacher information section provides teachers with information needed to facilitate the implementation of the learner activities. A bibliography of reading material suitable for children from kindergarten through the third grade is appended. (JD)

Mack, David B. And Others

The Effects of Anti-Black Attitudes and Fear of Rape on Accuracy for the Recognition of Black and White Faces: Another Step Beyond the Layperson's Knowledge.

Pub Date-81
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Blacks, *Fear, *Females, *Racial Attitudes, *Rape, Visual Discrimination, *Whites

It was hypothesized that young white women who held antiblack attitudes and who were most fearful of being raped would be less accurate in recognizing photographs of black faces than of white faces, in comparison with young white women without these attitudes and fears. Subjects completed a racial attitude scale and a question measuring their fear of being raped; subsequently they participated in a photograph recognition task involving repeated observation of photos of black and white males and females. Photographs of whites were more accurately recognized then those of blacks, confirming previous findings. Using a signal detection procedure, it was found that, in addition, antiblack subjects exhibited a significant difference in their inability to recognize black faces. There was also a trend toward those subjects who were most fearful of being raped being better able to recognize white faces than black faces. The findings of the test have implications for the accuracy of eyewitness identification, especially in rape cases. (Author/APM)

ED 206 349 JC 810 491

Bresler, Marilyn
Vocational FTSE Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-81
Note-85p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Colleges, *Enrollment, *Enrollment Trends, Financial Support, *Full Time Equivalency, Multicampus Districts, Tables (Data), *Technical Education, Two Year Colleges, Two Year College Students, *Vocational Education

These three reports provide graphs and tables showing vocational full-time student equivalent (FTSE) enrollment at the Maricopa County Community College District. The first report illustrates total vocational FTSE and vocational FTSE as a percent of day FTSE, evening FTSE, and total FTSE from Fall 1973-74 to Fall 1980-81. The charts and tables reveal that district-wide total vocational FTSE has been about 33% of total FTSE, that day vocational FTSE has been about 25% of day FTSE, and that evening vocational FTSE has been about 40% of evening FTSE. The second report clarifies a finding presented in the first report, i.e., that vocational FTSE dropped from 33% to 21% of total FTSE in Fall 1980-81. This finding is explained in terms of two funding levels. The final report summarizes enrollment in selected technical areas during Fall 1975-76 through Fall 1980-81. Tables show headcount course registrations, FTSE, and full-time teacher equivalents by year for each college in the district and for the district as a whole in the following technical areas: data processing, drafting, electronics, engineering science, machine technology, quality control, and sheet metal. A trend analysis reveals that data processing had shown the greatest increase in headcount enrollment since Fall 1975, while machine technology had shown the greatest increase in enrollment by percent. (AYC)

Robinson, Paul

Indian - Inuit - Metis: Selected Bibliography.

Atlantic Inst. of Education, Halifax, Nova Scotia (Canada).

Pub Date-80

Note-31p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Education, *American Indian Literature, American Indians, Anthologies, Art, Autobiographies, Biographies, *Canada Natives, Elementary Education, *Eskimos, *Fiction, Foreign Countries, *Information Dissemination, *Nonfiction, Poetry, Publishing Industry, Social Sciences

Identifiers-Canada, *Metis (People)

Designed to show that native authorship is flourishing, that excellent books by non-native writers are available, and that many small and a few large companies publish these works, this bibliography of more than 200 fiction and non-fiction listings written between 1966 and 1979 contains: (1) non-fiction and fiction books and materials by native and non-native authors, about Indian, Inuit, and Metis peoples from all parts of Canada; (2) a list of publishers' addresses; and (3) sources of information and recommended books, including the National Book Festival, Canadian Book Information Centres, periodicals, and the Children's Book Centre. Throughout the bibliography, native authorship has been identified by the use of an asterisk. Each bibliographic entry is annotated as to literature type in tne sections for non-fiction (bibliography, autobiography, biography, education, art, basic reference, general, music, language arts, social sciences, health, arithmetic) and fiction (poetry, anthology, children's story, novel, drama). (CM)

ED 206 442 RC 012 902

Foster, Carl G. Twitchell, Wirt B.
Leadership in Indian Education: What Is Needed?
Pub Date-26 Aug 81
Note-12p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Education, *Definitions, Educational Quality, Individual Characteristics, Individual Power, *Leadership, *Leadership Qualities, *Leadership Responsibility, *Leadership Styles, Personality Traits

Competent leadership is an integral ingredient for the enhancement of Indian education. Definitions of leadership and categories of leadership styles are variable. Leadership, an elusive term subjectively applied to emphasize an individual's pattern of action or inaction, has been viewed by researchers in many ways. Some feel it is composed of traits present at birth, while others believe it exists in all phases of institutional and personal interactions. Categorization of leadership styles has been attempted by various researchers. Getzels et al (1968) categorized leadership into three styles: normative, when institutional goals are paramount and employee goals are secondary; personal, when employee goals are primary; and transactional, when different situations call for different styles. Kunz and Hoy (1976) delineated leadership to zones of professional acceptance by the leader and the participants. Their research showed that female teachers were more accepting of directives than male teachers, and that teachers who taught in non-academic areas were more accepting of directives than teachers working in purely academic settings. Strong leadership in the Bureau of Indian Affairs must be present to ensure that American Indian education will experience positive change. Diverse leadership styles are necessary to adequately determine and establish quality Indian education. (AW)

ED 206 489 SE 035 564

Simko, Robert A.

Urban Stormwater Runoff. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-24p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Citizen Participation, *Environmental Education, Nonschool Educational Programs, Pollution, *Postsecondary Education, Science Education, *Urban Areas, *Water Pollution, *Water Resources

Identifiers-Nonpoint Source Pollution, Waste Water Treatment, *Water Quality

Urban stormwater runoff collects pollutants from many parts of a city and is an important consideration in water quality planning. Presented is an instructor's guide for a learning session covering various aspects of urban runoff including pollutant sources, management practices, and regulatory programs. Intended for citizen advisory groups, this guide along with the supplementary slide-tape program are part of the Working for Clean Water Project. (Author/WB)

Auker, Dennis And Others

Financial Management. Working for Clean Water: An Information Program for Advisory Groups. Instructor Guide.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-28p.; For related documents, see SE 035 551-566.
Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Citizen Participation, *Environmental Education, *Money Management, Nonschool Educational Programs, Postsecondary Education, Science Education, *Waste Disposal, Water Resources

The implementation of water quality programs in the face of rising costs raises many questions for states and local communities, including: How much can taxpayers afford to pay? Who will pay? How can they pay? Described is an hour-long learning session on financial management that is designed to help citizen advisory groups play an integral role in addressing these questions. A supplementary audiovisual program is available. These materials are part of the Working for Clean Water Project. (Author/WB)

ED 206 553 SO 013 584

Moore, Gordon Blackburn, Bob L.

Pride in Oklahoma.

Oklahoma Historical Society, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-81

Note-62p.; Photographs and maps may not reproduce clearly from EDRS in paper copy or microfiche. Also prepared by the Diamond Jubilee Commission, Oklahoma City.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American Indians, Blacks, Cultural Awareness, Cultural Context, Elementary Secondary Education, Politics, Social Studies, *State Government, *State History, Tourism

Identifiers-Oklahoma

This booklet is intended to be used as background material by social studies and history classroom teachers as they develop and implement educational programs on Oklahoma's heritage. It includes background information on the land and people of Oklahoma (geology, climate, topography, vegetation, animals, prehistoric peoples, French explorers, Indians, American explorers, early settlers, and the dust bowl and the Great Depression), governors of Oklahoma, county names, state government, famous Oklahomans, tourism, women, blacks, and minority groups. Maps and charts are used liberally throughout the document to illustrate the text. The document concludes with a bibliography of materials on Oklahoma, published between 1970 and 1980. (DB)

Nediger, W. G.

The Ontario Secondary Education Review Project: An Analysis of a Provincial Strategy for Educational Change in the 1980's in the Province of Ontario, Canada.

Pub Date-Apr 81
Note-11p.; Paper presented at the IMTEC Conference on Educational Change (The Hague, The Netherlands, April 1, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Decision Making, *Educational Assessment, Educational Change, *Educational Objectives, *Educational Planning, Foreign Countries, Futures (of Society), Relevance (Education), *Secondary Education, Student Needs
Identifiers-*Ontario

A study was developed in an effort to generate a series of reports dealing with assessment, evaluation, reaction, and design of secondary education programs in the Canadian province of Ontario. The study objectives included: (1) defining educational goals commensurate with student ability; (2) preparing students for the future; (3) reassessing former educational goals and adjusting the program to meet new goals; (4) insuring better preparation of students for the work world; and (5) meeting the educational needs of students at various levels of ability. Reacting to growing criticism concerning the inadequacies of the present educational system, the Secondary Education Review Project created four committees to provide the functions of steering, evaluation, reaction, and design. Although the project is ongoing and no conclusions can yet be drawn, a number of success and failure factors that are thought to have potential influence on the project include involvement of interest groups, minority government, economic recession, and unemployment. (JN)

ED 206 640 TM 810 528

Nagy, Philip Jarchow, Elaine McNally
Estimating Variance Components of Essay Ratings in a Complex Design.
Pub Date-Apr 81
Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Analysis of Variance, Essay Tests, Foreign Countries, Grade 10, High Schools, Models, *Scoring, *Test Reliability, *Writing (Composition), *Writing Evaluation, Writing Skills

Identifiers-Generalizability Theory, Iowa, Newfoundland

This paper discusses variables influencing written composition quality and how they can best be controlled to improve the reliability of assessment of writing ability. The study aimed to concentrate on the effects of different imposed time limits on student performance in written composition at grade 10 level using methods of generalizability theory; however, as the study progresses the major focus becomes methodological issues. Research studies and literature on this subject are reviewed before the design of the study is described. The sample of 320 students from Iowa and Newfoundland schools who were divided into eight groups (each group being assigned eight judges, who would assess the students' performance on two written topics under different time constraints) is presented. Scoring procedures are outlined. Discussed are the analytic methods of both Model 1 (a seven way analysis of variance model) and its limitations, and Model 2, which was adopted to analyze the variance for a confounded model incorporating elements of topic, time limit, and group. The results and limitations of the study are documented in the concluding section. Data analysis statistics are appended. (AEF)

ED 206 681 TM 810 578

Page, Ellis B.

Operations Research as a Metaphor for Evaluation. Research on Evaluation Program Paper and Report Series.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NWREL-REP-15
Pub Date-Jan 79
Note-44p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algorithms, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Models, *Operations Research
Identifiers-*Decision Analysis, *Decision Trees

One of a series of research reports examining objective principles successfully used in other fields which can lend integrity and legitimacy to evaluation, this report presents an overview of operations research (OR) as a potential source of evaluation methodology. The nature of the methods common to this discipline are summarized and the possibility of employing these methods in educational evaluation (EE) are investigated. The author points to the idea that OR is the science of evaluation since it directly addresses decision making. In demonstrating that EE is targeted on decision making, feasable alternatives, outcome predictions and probabilities for each alternative, and estimation of costs and benefits are identified as prerequisites of EE. Decision Analysis, a subfield of OR, is then provided as a model wherein all the concerns of EE are made explicit, and an optimal solution located by organizing them into a single algorithmic structure known as a decision tree. Other transportation, network and simulation models are also applied to hypothetical EE problems. After reviewing some of the literature and the current situation in the fields of OR and EE, the author concludes that EE is one of the few fields not to have taken advantage of OR's potential. (AEF)

ED 206 701 TM 810 602

Evertson, Carolyn M. And Others

Texas Junior High School Study: Teacher Self-Reports and Student Outcomes. Appendix A, Examples of Interview and Questionnaire.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-R&DCTE-R&D-R-4080
Pub Date-May 80
Contract-OB-NIE-G-80-0116
Note-61p.; For related documents, see TM 810 599-601.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Classroom Observation Techniques, English Instruction, *Interviews, *Junior High Schools, Language Teachers, *Questionnaires, Secondary School Mathematics, Secondary School Teachers, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness
Identifiers-Texas

The primary emphasis of the Texas Junior High School Study was the investigation of process-outcome relationships in 136 junior high school math and English classes. A total of 68 teachers were observed in nine junior high schools in a large urban school district. Teachers also responded to a questionnaire and an interview focusing on presage variables such as teachers' beliefs, expectations, assumptions about teaching, and self-reports of instructional practices. Two outcome measures were used: an achievement test reflecting the subject matter taught, and student ratings of teachers. The appendix presents the questionnaire to which the teachers responded, and the interview used along with the codable responses given by the teachers. (Author/BW)

ED 206 722   TM 810 631

Hambleton, Ronald K. And Others

Issues and Methods for Standard-Setting.

Massachusetts Univ., Amherst. School of Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-80p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Standards, *Criterion Referenced Tests, *Cutting Scores, Elementary Secondary Education, *Methods, *Models

Identifiers-*Continuum Models, Empirical Methods, Judgmental Processes, Test Use

Issues involved in standard setting along with methods for standard setting are reviewed, with specific reference to their relevance for criterion referenced testing. Definitions are given of continuum and state models, and traditional and normative standard setting procedures. Since continuum models are considered more appropriate for criterion referenced testing purposes, they are examined in greater depth. The continuum models are subdivided into three categories: judgmental methods; empirical methods; combinations of judgment and empirical methods. For the purpose of viewing a test as an entity and not in relation to other variables, the Angoff and Nedelsky judgmental methods are considered useful; however, when empirical data is available, the empirical methods delineated in Berk's method of the Contrasting Groups method are recommended as being appropriate. Discussed in the final section of the paper are procedures for setting standards to accomplish three primary uses of criterion referenced testing: classroom testing; basic skills testing for annual promotion and high school graduation; professional licensing and certification testing. However, further research is recommended before the latter procedures are implemented. (Author/AEF)

ED 206 744 UD 021 475

Brandel, Sarah And Others
Focus on Refugees. Transcript.
Overseas Development Council, Washington, D.C.
Pub Date-81
Note-15p.
Available from-FOCUS on Refugees, 1755 Massachusetts Avenue, NW, Washington, DC 20036 (no charge).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developing Nations, International Organizations, *International Relations, *Land Settlement, *Migration, *Refugees, *Relocation

This is the transcript of the ``Focus on Refugees,'' program conducted by the Overseas Development Council. Remarks from the following participants are included: (1) Sarah Brandel, Associate Fellow at the Overseas Development Council; (2) Gary Perkins, Chief of Mission of the Washington Office of the United Nations High Commissioner for Refugees (UNHCR); (3) John Tenhula, Consultant to the Immigration and Refugee Program of Church World Service; and (4) Harry Ellis, Deputy Bureau Chief of the Washington Bureau of the ``Christian Science Monitor.'' In a question and answer format, several issues concerning the world refugee problem are covered. The discussion touches on refugee resettlement patterns in the third world, (especially Africa and Southeast Asia), difficulties involved in providing aid to refugees in their countries of resettlement, legal determination of refugee status, and the role of developed nations in resettlement. Long term prospects for the refugee situation are outlined in terms of present economic and political trends. (APM)

ED 206 305 IR 009 611

Lawrason, Robin E.

Development of a Small Time-Sharing Computer Based Learning System in the Media Learning Center, Temple University.

Pub Date-Apr 81
Note-14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 6-10, 1981). Best copy available.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computers, Formative Evaluation, Incentives, Independent Study, Information Sources, *Learning Resources Centers, *Needs Assessment, Public Relations, *Time Sharing
Identifiers-*Temple University PA

Computer capability was added to the Media Learning Center in 1979 to help faculty with computer based learning (CBL) applications in basic skills (English and Math) as well as regular coursework in the sciences, social sciences, and the humanities. The DEC PDP 11/70 time-sharing system operated with 356K memory and serves 32 student video terminals at the Center and other remote locations in the College of Liberal Arts. Applications range from simple drill and practice to tutoring programs, problem-solving, and graphic simulations in statistics and physics. Strategies to promote the use of CBL are described, including the provision of a range of opportunities for faculty to learn about computer uses in their fields; acquisition of a variety of existing courseware for demonstration; location of sources of information on resources and applications; development of faculty rewards and incentives; and the taking of an active role by the Learning Lab Director to provide and promote this new instructional service. (Author/CHH)

ED 206 368 JC 810 536

Slark, Julie Bateman, Harold

A Study of Non-Native English Speakers' Academic Performance at Santa Ana College.

Santa Ana Coll., Calif.
Pub Date-Aug 81
Note-19p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Asian Americans, Community Colleges, Correlation, *English (Second Language), Grades (Scholastic), Hispanic Americans, *Language Proficiency, Language Tests, Minority Groups, *Native Speakers, Two Year Colleges, *Two Year College Students, Vietnamese People

A study was conducted in 1980-81 at Santa Ana College (SAC) to collect data on the English communication skills of non-native English speakers and to determine if a relationship existed between these skills and student's educational success. A sample of 22 classes, with an enrollment of at least 50% non-native English speakers and representing a variety of disciplines and instructional methods, was selected. The Nelson-Denny vocabulary and comprehension tests and the Comprehensive English Language Test (CELT) of listening were used to measure English ability. Study findings, based on test scores and grades of 53% of all students enrolled in the sample classes at census week (N 503), included the following: (1) Vietnamese and Spanish were the most commonly spoken non-English languages; (2) overall, fewer A's and more B's, C's, and D's were earned in the sample classes than at SAC as a whole, however, these classes had lower withdrawal rates; (3) Anthropology 101 and Sociology 100 showed significant positive correlations between test scores and grades, while Chemistry 219, Math 180, and Music 161 showed consistently negative coefficients; (4) as a whole the grades of English and non-native English speakers were comparable; and (5) success rates tended to favor students who had completed English courses. The study report discusses methodology, statistical findings, and limitations and is appended by statistical data tables. (KL)

ED 206 406 PS 012 378

McKay, Don

Introducing Pre-School Children to Reading Through Parent Involvement.

Pub Date-Jan 81

Note-12p.; Paper presented at the Annual Meeting of the Parents and Reading Conference (6th, New York, NY, January 30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading, Educational Innovation, *Language Acquisition, *Parent Participation, *Preschool Children, Preschool Education, Program Descriptions, *Reading Aloud to Others, *Reading Readiness

Introducing Preschool Children to Reading through Parent Involvement is a project funded by a New York State Education Department mini-grant. The major activity of the project is to inform parents of preschool children of the research findings and theories concerning reading to young children. Three newsletters are mailed each year to families identified by school census. Three evening lectures are scheduled, and invitations to speak to parents at various meetings have been accepted. It is the contention of this project that children's inherent language development and the subtleties of the oral-aural act itself make reading aloud to young children the essential ingredient of the beginning reading process. When theoretical questions are asked by parents, the work of psycholinguist Frank Smith is examined for answers. Smith offers two basic assumptions which children must make before they will become readers: children must recognize that print has meaning and that written language is different from speech. The effectiveness of the project will be measured over a period of 5 years by end-of-year testing in first grade. (Author/RH)

ED 206 465 SE 035 506

Koski, Carol And Others

Discovery: A Study Guide for Kindergarten. Alaska Sea Week Curriculum Series. Draft.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jun 80
Grant-NOAA-NA79AA-D-00138
Note-126p.; For related documents, see SE 035 507-512. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Animals, Discovery Processes, *Ecology, *Environmental Education, Interdisciplinary Approach, Kindergarten, *Language Arts, *Marine Biology, Oceanography, Outdoor Education, *Science Education

Presented are a combination of classroom activities and sea shore field trips to help kindergarten students develop an awareness of the ocean and the life it supports. Among the multidisciplinary lessons included are those involving arts and crafts, mathematics, science, and language arts. Through studying the sea and its inhabitants, students can learn to make comparisons, count objects, and make careful observations. A 30-page student activity book and a list of teacher references are provided. (Author/WB)

ED 206 575 SP 018 463

Johnson, Candine E.
Mental Practice for Skill Acquisition.
Pub Date- 79
Note-8p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Drills (Practice), Elementary Secondary Education, Group Instruction, Imagination, *Learning Modalities, Motor Development, Patterned Responses, *Perceptual Motor Learning, *Physical Education, *Psychomotor Skills

All learning takes place through the unification of body and mind. Within the realm of motor skill learning, the term mental practice has been used to explain this phenomenon. It has been found that individuals can use their imaginations to learn and to improve upon their performance. Mental practice can be used by teachers who have too little equipment and time, and many students. The following five principles of mental practice are particularly significant to the acquisition of motor skills: (1) The learner must have some prior experience with the task or a similar task; (2) The learner must be able to symbolize performance or movement by words and concepts; (3) The learner must be instructed in proper techniques of mental practice; (4) Mental practice is most effective when used in conjunction with physical practice; and (5) Mental practice sessions should not exceed five minutes if concentration is to be maintained. (JD)

ED 206 597 SP 018 835

Standards for State Approval of Teacher Education. Seventh Edition.
National Association of State Directors of Teacher Education and Certification.; Utah State Board of Education, Salt Lake City.
Pub Date-81
Note-116p.; A further revision of USOE Circular No. 351 Proposed Minimum Standards for State Approval of Teacher Preparing Institutions.''
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accreditation (Institutions), *Administrative Principles, Competency Based Teacher Education, *Curriculum Design, Educational Innovation, Educational Objectives, Higher Education, Program Development, Quality Control, *State Standards, *Teacher Certification, *Teacher Education
Identifiers-*National Assn of State Dir of Tchr Educ and Cert

This document provides standards of the National Association of State Directors of Teacher Education and Certification relating to the development, content, and periodic review of teacher education programs. It is also a guide for institutions planning revisions of existing programs or seeking to develop new teacher education programs. Chapter one outlines state administrative procedural standards. Chapter two presents an overview of the organization and administration of teacher education. In chapter three, curriculum principles and standards are examined, including those applicable to basic programs and curriculum development and planning. General and specific standards are presented for all subjects taught in elementary and secondary schools in chapter four. Chapter five discusses standards that guide innovative and experimental programs. The final chapter provides guidelines for approving competency based programs. (JD)

ED 206 662 TM 810 554

Patrick, Edward And Others

The Dissemination Linking Process: A View from the Regional Exchange.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Apr 81
Note-73p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Decision Making, Educational Research, *Formative Evaluation, *Information Dissemination, Interviews, *Job Analysis, *Linking Agents, Observation, *Performance Factors

The educational dissemination linking process activities of three Regional Exchange specialists at Research for Better Schools in Philadelphia were empirically analyzed to identify: the activities performed in the transfer of information from research to practice; the decisions made about the organization of activities and; contextual factors influencing the specialists' job performance. Field research was conducted over a period of five months by an evaluator in two phases; the first phase was one of observation and the second, one of participant observation. Data, collected via observation and structured and unstructured interviews, was analyzed qualitatively using methods of content, constant comparative, matrix and forcefield analyses. Analyses revealed that seven activity categories operationally defined the linking process: engagement, context specification; diagnosis; collection; translation; presentation and disengagement. Four decision areas facing linkers were identified: scheduling and coordination of services to be delivered; and service interaction style and role. Personal, interpersonal, client, organizational, and policy factors were found to influence performance. Results supported a client-centered, linker/time referenced interpersonal communications view of the dissemination process. The results have implications for the practice and evaluation of linker activities. (Author/AEF)

ED 206 242 HE 014 315

Spencer, Charles T.

A Survey of Medical Technology Graduates of Illinois State University: 1972-1979.

Pub Date-Jun 81

Note-17p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (June 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, *Allied Health Occupations Education, Curriculum, Educational Attitudes, *Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, Higher Education, *Medical Technologists, Sex Differences, State Universities, *Student Characteristics

Identifiers-*Illinois State University

A sample of 170 graduates of the medical technology program at Illinois State University was surveyed to investigate their educational background and their employment history. A total of 228 questionnaires were mailed to all graduates from 1972 through 1979. The demographic data of the ratio of females to males in the field of medical technology were not significantly different from that reported in other studies. However, a majority of the ages, which ranged between 23 and 30 years, were considerably higher when compared to the ages of medical technologists reported in a national survey. Whereas over 57 percent of the respondents indicated that they should have had more professional courses before entering internship, over 39 percent indicated that if taking more courses required spending additional time at the university, the present curriculum should remain as it is. Over 90 percent of the respondents were employed, and over 62 percent indicated they would not choose a different line of work if they could start over. (Author/MSE)

ED 206 259 HE 014 385

Gorelick, Sherry

City College and the Jewish Poor. Education in New York, 1880-1924.

Pub Date-81
Note-269p.
Available from-Rutgers University Press, 30 College Avenue, New Brunswick, NJ 08901 ($14.95).
Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*Acculturation, College Curriculum, *Economically Disadvantaged, *Educational History, Ethnic Discrimination, *Higher Education, *Immigrants, *Jews, United States History, *Urban Universities
Identifiers-*City University of New York City College

The role of the College of the City of New York (CCNY) in the late nineteenth and early twentieth centuries is described, particularly with regard to early Jewish immigrants. It is suggested that the myth of the easy marriage'' of Jewish values and American opportunities ignores the variety of Jewish culture and the drama of the vast social and political processes that made Jewish social mobility possible. It is shown that at the time of the first wave of Eastern European Jewish immigrants to the United States in 1881, education was not the ladder to success; that colleges were firmly in the grip of theologians who decreed a classical, Christian curriculum. The possibility through education arose only as these immigrants were driven into militant social and labor movements by their living and working conditions. The social conflict so alarmed the business community that the reform of educational institutions was begun and new occupations created to defuse radicalism and promote Americanization. The creation of CCNY, its rise and reform, the creation of occupational opportunity, and the schooling of the Jewish poor are discussed in separate chapters, as is the CCNY curriculum in an age of cultural conflict. Extensive notes, a bibliography, and a subject index are provided. (LB)

ED 206 534 SO 013 553

A Global Perspective: Teaching about the United Nations.
National Education Association, Washington, D.C.; United Nations Association of the United States of America, New York, N.Y.
Report No.-ISBN-0-934654-34-4
Pub Date-81
Note-45p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Curriculum Development, Educational Needs, Educational Objectives, Elementary Secondary Education, *Global Approach, International Organizations, Learning Activities, Politics, *Social Studies, Teaching Guides, *Teaching Methods, *World Affairs
Identifiers-*United Nations

This guide is intended as an aid to social studies classroom teachers as they develop and implement educational programs on the United Nations. The objective is to help to counteract the scarcity of available teaching materials on the role and scope of the United Nations and its specialized agencies in the contemporary world. The guide is presented in five sections. Section I deals with students' preconceptions about the United Nations and the media's role in shaping those perceptions. It provides an overview of two concepts interdependence and development. Section II provides an overview of the United Nations' purpose as stated in its Charter. It also discusses the organizational structure of the United Nations and identifies some of the major substantive issues on the UN agenda. Section III offers an historical perspective on the United Nations. Section IV presents an outline which students can follow when conducting case studies of the work of the United Nations in various countries. The final section contains appendices, including rules for a global energy game, the agenda of the General Assembly, and a listing of UN conferences and special sessions. Within each section, information is organized in an expanded outline format. Outline headings vary slightly from section to section but generally include background, overview, discussion questions, activities, vocabulary, and a summary of the main points. A wide variety of activities is suggested, including analyzing selected readings related to the United Nations, administering world affairs questionnaires to classmates, collecting and analyzing news clippings, keeping daily accounts reflecting how and when the world impacts on daily life, playing educational games, and doing research projects on a variety of UN-related subjects. (Author/DB)

Meredith, William H. Cramer, Sheran L.
Sponsors of Nebraska Indochinese Refugees: Meeting the Challenges.
Nebraska Univ., Lincoln. Coll. of Home Economics.
Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Jun 81
Note-45p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation, *Adjustment (to Environment), *Citizen Participation, *Community Support, Housing Needs, Immigrants, *Indochinese, *Refugees, *Relocation
Identifiers-*Nebraska

This report summarizes the response of 80 sponsors of Indochinese refugees in Nebraska to a survey designed to explore their sponsorship experience. Problem solving areas for sponsors and refugees are named as: acculturation, emotional adjustments, communication, health, housing, transportation, employment, and legal, financial and consumer related issues. Information on the amount of time sponsors spent helping their families is included, the satisfactions and dissatisfactions of sponsors are discussed. Conclusions and recommendations for future sponsorship efforts are made at the report's end. Appendices include a sample questionnaire, a list of people who developed the questionnaire, and samples of support letters that were distributed with the questionnaire. (APM)

Chavez, Eliverio
Parental Involvement and Participation in Bilingual Education: A Guide. (El Involucramiento y la Participacion de los Padres en la Educacion Bilingue: Una Guia.)
National Inst. for Multicultural Education, Albuquerque, N. Mex.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-80
Note-42p.; Some drawings may not reproduce due to reproduction quality of original document.
Language-English; Spanish
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, *Community Involvement, Elementary Secondary Education, *Federal Legislation, *Parent Participation, *Parent School Relationship
Identifiers-*Bilingual Education Act 1968

This is a bilingual guide to parental involvement and participation in bilingual education programs funded under Title VII and other Federal acts. The guide also outlines activities through which parents and the community may become involved in education. Various levels of participation are discussed along with impediments to participation. The report concludes with a list of ways in which schools can transmit useful information to parents. (APM)

ED 206 281 IR 009 543

Nix, Larry T.

A Study of the Bookmobile Service of the Madison Public Library.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Spons Agency-Madison Public Library, Wis.
Pub Date-Apr 81
Note-77p.; Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bookmobiles, Library Extension, *Library Services, Library Surveys, Outreach Programs, Program Costs, Program Evaluation, *Public Libraries, Urban Areas
Identifiers-Wisconsin (Madison)

This review and evaluation of bookmobile service in Madison, Wisconsin (1) identifies the major issues and problems which exist in regard to urban bookmobile service in general and those which are specific to Madison; (2) evaluates the current bookmobile service against community needs, library objectives, program purposes, and cost effectiveness; (3) discusses alternative methods for accomplishing the purposes and activities of the bookmobile; (4) makes recommendations for service improvements; (5) identifies areas for further study; and (6) identifies options for future bookmobile service. Data were gathered through interviews, surveys, and site visits. A bibliography lists 12 sources, and appendices include a route map, a statement of goals, sample schedules, and an organizational chart. (FM)

ED 206 331 JC 800 223

Hendrick, Georgina And Others

Financial Report: Fiscal Year Ended June 30, 1979.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.
Pub Date-Jan 80
Note-126p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annual Reports, *Capital Outlay (for Fixed Assets), *Community Colleges, *Educational Finance, Enrollment, *Expenditures, Federal Aid, *Income, Operating Expenses, Private Financial Support, Program Costs, Resource Allocation, State Aid, State Colleges, Tuition, Two Year Colleges, Unit Costs, Vocational Education
Identifiers-*Connecticut

Using the Western Interstate Commission on Higher Education (WICHE) program classification structure, this four-part report presents fiscal year 1978-79 financial data for Connecticut's regional community colleges. Part A examines general fund expenditures in the areas of personal services, equipment, loans to college students, work study programs, and Supplementary Educational Opportunity Grants. This section also contains systemwide and individual college statistics on student enrollment, contact hours, cost per student, cost per student contact hour, and amount of tuition refunds. Part B presents special fund statements accounting for the expenditure of income received from bookstore sales, college activities, gifts, grants, and donations. Also included are income statements for each college as well as a balance sheet and a cash flow statement for the entire system. Part C summarizes capital accounts and outlines bond funds by project. Part D presents miscellaneous statements, including data on lease expenditures and related costs, revenues deposited to the general fund, expenditures on student financial aid programs, collections of National Direct Student

Loan accounts, State Board of Higher Education Student Aid Grants; funds allocated to vocational education; income earned on working capital; and student fees. Data tables permit the comparison of information for three successive years. (JP)

ED 206 350 JC 810 492

Bresler, Marilyn

Tuition Rates and Estimated Revenue, Spring 1979-80 and Fall 1980-81. Analytical Studies Research Report, 81-3.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-Dec 80
Note-16p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Credits, Community Colleges, *Enrollment, *Fees, Financial Support, *Income, Multicampus Districts, *Tuition, Two Year Colleges

Tables are presented estimating the amount of revenue received in the Spring 1979-80 and Fall 1980-81 semesters at Maricopa County Community College District, based on the current fee schedule and on three different tuition rates. The current fee schedule was $10 for one credit hour, $30 for two to nine credit hours, and $50 for ten or more credit hours. The varying tuition rates demonstrated by the tables are $3 per credit hour, $5 per credit hour, and $6 per credit hour. Each of the tables, three of which are based on Spring 1980-81 high-point enrollment and three of which are based on Fall 1980-81 high-point enrollment, provide information corresponding to the following columns: (1) number of credit hours; (2) number of students enrolled for that number of credit hours; (3) fee amount paid by each student at that credit hour rate; (4) headcount multiplied by fee amount; (5) amount of tuition paid by each student at that number of credit hours; (6) headcount multiplied by tuition amount; (7) present fees plus tuition; and (8) headcount multiplied by total cost to student. The data reveal that in Spring 1979-80, tuition (which was $3 per credit hour) and fees generated approximately $3,430,500, about 40% of which was from tuition alone. In Fall 1980-81, tuition (which was $3 per credit hour) and fees generated approximately $3,718,464, about 40% of which was from tuition. (AYC)

ED 206 387 PS 012 350

Fairchild, Steven H. Seaver, Judith W.

Fingerplay: A Useful Tool and Enjoyable Art.

Note-18p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Caregivers, *Classroom Techniques, *Dramatic Play, *Learning Activities, Preschool Education, *Skill Development, *Young Children

Identifiers-*Fingerplays

Fingerplays are enjoyable and versatile additions to program activities and can provide an informal opportunity to practice manipulative and coordination skills. As an instructional supplement in a variety of content areas, this form of dramatic play fosters the development of intellectual and language skills. Caregivers of young children often choose to use fingerplays as a positive management technique. Fingerplays can be easily incorporated into program activities as spontaneous learning experiences, transitions, and instructional supplements. Techniques for helping children learn fingerplays are simple and direct, and the mutual participation of both caregivers and children in making up fingerplays is a satisfying experience for all. (Author/RH)

Jones, Earl, Ed. Davis, Peter B., Ed.
Experimental Schools Project, Edgewood Independent School District. Volume I: Final Summary Report.
Development Associates, Inc., Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-OEC-0-72-5309
Note-93p.; For related documents, see ED 201 450-452 and RC 012 815. Best copy available.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Affective Behavior, Bilingual Education, Cognitive Development, Community Attitudes, Curriculum Development, Data Collection, *Educational Change, Educational Improvement, Elementary Secondary Education, Evaluation Methods, *Federal Programs, Individualized Instruction, Longitudinal Studies, *Mexican American Education, Mexican Americans, Multicultural Education, *Program Effectiveness, Program Evaluation, Program Implementation, Student Attitudes, Teacher Attitudes
Identifiers-*Edgewood Independent School District TX, *Experimental Schools Program, Texas (San Antonio)

The Edgewood Independent School District (San Antonio, Texas), using a mini-system of one high school, one middle school, and four elementary schools, conducted an Experimental Schools Program from 1972-1977 to test a local decision making, long-term innovative program to effect substantial changes in the affective and cognitive characteristics of a largely Mexican American student body. The program utilized intervention components of staff development, curriculum development, internal evaluation, family services, cultural advocacy, and services to the handicapped to operationalize its instructional strategies. Cross-sectional and longitudinal analyses were performed on the constructs of educational change, educational compatibility, social context, and student impacts. Evaluation data indicated: (1) about the same range of characteristics (student attitudes, self-concept, motivation) in program students as those tested elsewhere by the same instruments; (2) no consistent longitudinal improvement of treatment students' standardized test scores over those of the comparison group nor in relationship to national norms; (3) little student, faculty, administration or community support for teaching in Spanish and teaching about Mexican American culture; and (4) high school completion classes for adults, college courses facilitated, and the alternative high school showed high acceptance. An important implication was the necessity of carefully integrating any project into the existing system. (Author/CM)

ED 206 490 SE 035 565

Long, David A.

Wastewater Facilities Operation and Management. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-15p.; For related documents, see SE 035 551-566 and SE 035 727.

Available from-SMEAC Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Citizen Participation, *Environmental Education, Environmental Technicians, Labor Needs, *Local Government, Nonschool Educational Programs, *Postsecondary Education, *Waste Disposal, *Water Resources

Identifiers-Operations (Waste Water), Waste Water Treatment, *Waste Water Treatment Plants

Local communities must be willing to spend funds to assure the proper operation and management of wastewater treatment facilities. Designed for citizen advisory groups, the one-hour learning session described in this instructor's manual covers problem areas, federal requirements, and responsibilities for wastewater plant operations and management. Supplementary slides and a tape are available. These materials are part of the Working for Clean Water Project. (Author/WB)

ED 206 516 SO 013 178

Robbins, Thomas, Comp.

Civil Liberties, Brainwashing'' and Cults'': A Select Annotated Bibliography. Second Edition, Revised and Expanded.

Center for the Study of New Religious Movements, Berkeley, Calif.

Pub Date-Jan 81

Note-52p.

Available from-Center for the Study of New Religious Movements in America, Graduate Theological Union, 2465 Le Conte Avenue, Berkeley, CA 94709 ($3.50).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Annotated Bibliographies, Behavior Modification, Civil Liberties, Elementary Secondary Education, Group Dynamics, Public Policy, *Religion, Religious Organizations, *Social Problems, *Social Psychology, Sociocultural Patterns

Identifiers-*Cults, Deprogramming (Religion)

This annotated bibliography presents 126 selected references on the topic of cults. Focusing mainly on religious cults, including the Reverend Sun Myung Moon's Unification Church and the Hare Krishna groups, the entries examine allegations of mind control tactics over converts, issues raised by the allegations, and controversial methods used by outsiders to rescue'' and deprogram cult members. Comprising scholarly, journalistic, and partisan references, the bibliography has four sections: (1) conversion and commitment processes in cults,'' (2) cults, civil liberties, and public policy, (3) social and psychological processes in religious deprogramming, and (4) the nature of brainwashing,'' etc. Arranged within each section alphabetically by author's name, the entries include title, publication source and date, and annotations of short paragraph length. Some of the annotations reflect the compiler's personal bias. (AV)

ED 206 554 SO 013 586

Wilson, Peter, Ed. And Others
Research in Geographical Education.
Australian Geographical Educational Research Association, Brisbane.
Report No.-ISBN-86856-126-6
Pub Date-81
Note-426p.; Papers presented to the Inaugural Meeting of the the Australian Geograhical Education Research Association at Kelvin Grove College of Advanced Education (Brisbane, Australia, December 5-7, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Affective Objectives, Content Analysis, Course Content, Curriculum Development, *Educational Research, Elementary Secondary Education, *Geography, *Geography Instruction, Higher Education, Map Skills, Teachers, Teaching Methods, Textbooks, Values Education
Identifiers-*Australia

This publication contains 19 papers presented at the inaugural meeting of the Australian Geographical Education Research Association held in Brisbane, December 1980. The papers surveyed a wide and diverse range of research. The introductory group of papers present several new views on curriculum development, course content, and teaching methods for geography teachers. The affective domain was highlighted by several speakers, which reflected the importance of attitudes and values in current research and teaching in geography. An example of a technique called Values Probing'' which provides an integrated and comprehensive approach to teaching values issues in geography is presented. Five papers relate to mapping geography. Two papers reflect a concern for the teaching effectiveness of geography textbooks. Teachers were the focus of research by two speakers. The conceptual structure of geography has received considerable attention in recent years. One paper describes the technique of quanitative content analysis which he has used to survey the conceptual structure of the discipline. Another paper investigates the use of one of the fundamental concepts of geography the regional concept with primary school children. The final two papers survey the nature of research in geographical education. (Author/RM)

ED 206 619 SP 018 875

Smith, Douglas J.

A State Funding Model for In-Service Training of School Staff.

Pub Date-Aug 81

Note-12p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, *Educational Legislation, Higher Education, *Inservice Teacher Education, *Program Implementation, *School District Autonomy, School Districts, Schools of Education, Staff Development, *State Aid

Identifiers-*Michigan

In 1979 the Michigan State legislature allocated $3.2 million for kindergarten through twelfth grade school staff development programs (Public Act 94, Article 9, Section 97). The emphasis in the legislation was to establish a competitive market for the purchase and utilization of resources to identify needs and provide skill development for school employees. In order to receive the funds, each school district was required to submit a needs assessment, designate the responsible agents, and identify the goals, progress, and evaluation mechanism of the program. It was also mandated that: (1) all administrators would be included in inservice and management training; (2) inservice training programs would be attended on a voluntary basis; and (3) staff development would be primarily noncredit. Incentives in the legislation encouraged cooperative planning between school districts and schools of education through the provision of matching funds. The legislation was intended to give maximum autonomy for the school districts while allowing funds for nonsalary items. (FG)

ED 206 682 TM 810 579

Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-NAEP-SY-RM-50
Pub Date-Aug 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-15p.; Small print in tables.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, *Mathematics, *Private Schools, *Public Schools, *Reading Achievement, Socioeconomic Influences
Identifiers-National Assessment of Educational Progress

The performance of 9, 13, and 17 year old public and private school students, in reading and mathematics, was compared by analyzing data collected during the National Assessment of Educational Progress 1977-78 mathematics and 1979-80 reading assessments. Although results were averaged for the national population, separate data is available not only for the types of schools, but for region, race, sex, size and type of community. Mean national performance percentages indicate significant differences in favor of private schools in both reading and mathematics. After adjustment for the fact that schools serve unequal proportions of students from different socioeconomic background (by equating student populations for public and private schools), mean scores on the entire reading assessment differed three percentage points at age 9 and 13, and four points at 17 in favor of private schools. Differences in mathematics scores were statistically insignificant. It appears that on a national level: private schools perform better than public schools in reading and mathematics; the advantage may vary in different regions and for different student groups; and a significant portion of the advantage is accounted for by the different socioeconomic make-up of students attending private schools. Primary type of information provided by report: Results (Special Analyses). (Author/AEF)

ED 206 702 TM 810 604

Gottfredson, Gary D. And Others

Measuring Victimization and the Explanation of School Disruption.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSOS-R-306
Pub Date-Mar 81
Grant-NIE-G-80-0113
Note-109p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes, Blacks, High Schools, Junior High Schools, *Measurement Techniques, Models, *Racial Differences, *Sex Differences, Stealing, *Student Attitudes, *Teacher Attitudes, Test Validity, *Victims of Crime, Violence, Whites
Identifiers-Safe School Study

Reports by students and teachers of their experiences of personal victimization are used to examine the meaning and distribution of rates or victimization in a national sample of 642 public junior and senior high schools. This research integrates data from questionnaire responses by the schools' principals, teachers, and students; student interviews; and information about the community in which the school is located derived from the 1970 census. Data characterizing schools are used to examine correlates of various kinds of victimization in schools. Results imply that victimization is best regarded as multidimensional, and that different dimensions have different sources. Victimization reports by black and white teachers and students, and male and female students, appear to measure different phenomena which are linked to different school and community characteristics. Affluence and the schools' academic orientation are positively related to teachers' reports of victimization, but negatively related to students' reports. The soundness of a school's administration is negatively related to teacher and black student victimization rates. This research accords with

earlier research, implying that school administrative practices contribute to the levels of disruption schools experience, despite individual and community influences on school disruption. (Author/GK)

ED 206 723 TM 810 633

Eignor, Daniel R. Hambleton, Ronald K.

Effects of Test Length and Advancement Score on Several Criterion-Referenced Test Reliability and Validity Indices. Laboratory of Psychometric and Evaluation Research Report No. 86.

Massachusetts Univ., Amherst. School of Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Note-37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Computer Assisted Testing, Criterion Referenced Tests, *Cutting Scores, *Mastery Tests, Mathematical Models, Simulation, Test Construction, Test Format, *Test Reliability, *Test Validity

Identifiers-*Binomial Error Model, *Test Length

The purpose of the investigation was to obtain some relationships among (1) test lengths, (2) shape of domain-score distributions, (3) advancement scores, and (4) several criterion-referenced test score reliability and validity indices. The study was conducted using computer simulation methods. The values of variables under study were set to be typical of those often used or obtained in practice. The reliability and validity indices (decision consistency, kappa, decision accuracy, predictive validity, and efficiency) are among the most useful indices for criterion-referenced test developers and evaluators. Practical guidelines are offered for using results obtained from the investigation to determine suitable lengths of criterion-referenced tests in specific assessment situations. (Author)

ED 206 306 IR 009 612

Educational Technology: Strategies for Developing Awareness. A Report Presented at the General Session of the Association for Educational Communications and Technology, (2nd, Denver, Colorado, April 22, 1980).

Association for Educational Communications and Technology, Washington, D.C.

Pub Date-22 Apr 80

Note-15p.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrators, *Change Strategies, *Decision Making, *Educational Technology, Faculty, *Instructional Improvement, Legislators, Parents, State Departments of Education

Identifiers-*Association for Educational Communications Tech

The strategies presented in this report are suggested as ways to make decision makers at all levels of education more aware of the benefits of educational technology (ET) in improving the effectiveness, efficiency, and enjoyment of learning. These strategies emphasizing results and learning are provided, not to limit any person or group, but to suggest means of influencing decision makers; each individual or group has the responsibility to identify to what extent each of these suggestions is already being carried out and make others aware of what is already being done in these areas. Separate lists of strategies to increase the ET awareness level of decisions makers are given for six levels: (1) legislators (national and state); (2) state education agency administrators; (3) higher education administrators (deans, presidents, trustees); (4) local administrators (superintendents, board of education, principals, curriculum supervisors); (5) faculty; and (6) parents or other citizens. (Author/CHC)

Colvert, C. C.
An Educational Master Plan for Austin Community College.
Austin Community Coll., Tex.
Pub Date-78
Note-109p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Capital Outlay (for Fixed Assets), *College Planning, Community Colleges, *Educational Finance, *Enrollment Projections, Expenditures, Facility Expansion, *Facility Planning, Income, *Long Range Planning, Master Plans, Multicampus Colleges, Operating Expenses, Tax Rates, Teacher Salaries, Two Year Colleges

This seven-part report suggests a master plan for Austin Community College (ACC) through 1988-89 based on projections of enrollments, finances, and facility requirements. Section I details enrollment projections based on the proportional relationship between Travis County high school graduates and ACC enrollees. In addition, this section reviews operational finances and projections for expenditures and income for the years 1978-79 through 1988-89. Additionally, projections are offered for the Travis County assessed valuations, tax rates, and taxes paid in support of the community college. Educational budgets of expenditures and income, and tax rates and tax needs are also offered for the years 1977-78 through 1988-89. Section II analyzes second semester 1977-78 enrollments at the Ridgeview, Rio Grande, Crockett, and Reagan campuses and at the Skill Center and other centers. Section III looks at the need for an additional vocational-technical building and library/learning resource center at the Ridgeview campus. Section IV considers Spring 1979 enrollments and future enrollment at the overcrowded Rio Grande campus. Section V estimates the need for additional facilities based on projected enrollments. Section VI estimates capital outlay for facilities considering the use of present facilities, while Section VII projects capital outlay for facilities without the use of present facilities. (AYC)

ED 206 443 RC 012 904

Navajo Nation Scholarship Assistance Program: Plan of Operation.
Navajo Tribe, Window Rock, Ariz. Div. of Education.
Pub Date-22 Apr 80
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Responsibility, *American Indian Education, American Indians, *Educational Finance, *Eligibility, Federal Aid, Federal Indian Relationship, *Higher Education, Parent Financial Contribution, Parent Responsibility, *Program Administration, Scholarship Funds, *Scholarships, School Responsibility, *Student Financial Aid, Student Responsibility, Tribes
Identifiers-Bureau of Indian Affairs, *Navajo (Nation)

A resolution of the Advisory Committee of the Navajo Tribal Council describes how since 1972 the Navajo Nation through its Department of Higher Education has administered both the Navajo Trust Fund (graduate and post-graduate program) and the Bureau of Indian Affairs Higher Education Funds (undergraduate program). The tribal philosophy toward higher education; scholarship eligibility requirements; and responsibilities of applicants, scholarship recipients, parents, the Department of Higher Education, high schools, postsecondary institutions and the Education Committee of the Navajo Tribal Council are delineated. A letter from the Chairman of the Navajo Tribal Council, proclaiming the fields of engineering, medicine, law, and business as the priority training areas of the Navajo Nation; the formal agreement signed by scholarship recipients; and flow charts for first time applicants, continuing students, and postsecondary administrators are appended. Names and addresses of the Navajo Tribal Council Education Committee and telephone numbers of the Navajo Department of Higher Education are provided. (NEC)

Barr, Nancy
Sea Animals: A Study Guide for the First Grade. Alaska Sea Week Curriculum Series. Draft.
Alaska Univ., Fairbanks. Alaska Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jun 80
Grant-NOAA-NA79AA-D-00138
Note-118p.; For related documents, see SE 035 506-512. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Animals, Ecology, Elementary Education, *Elementary School Science, *Environmental Education, Field Trips, Grade 1, *Marine Biology, Oceanography, *Outdoor Education, Science Education

Over 40 activities dealing with marine animals comprise this guide for first-grade teachers. By combining meaningful time at the beach with appropriate classroom work, first graders should be able to learn about the habitats, lives, characteristics, and names of some common ocean invertebrates, fish, and mammals. In addition to the lesson plans for indoor and outdoor studies, the manual includes 32 student worksheets which may be duplicated. Also provided are tips on organizing and conducting a field trip, and a bibliography of helpful references. (Author/WB)

ED 206 576 SP 018 557

Noland, Melody Powers And Others

The Efficacy of a New Model to Explain Exercise Behavior.

Pub Date-Apr 81
Note-19p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Attitudes, Behavior Patterns, *Exercise, *Females, *Locus of Control, *Motivation, *Physical Activity Level, Physical Fitness, Self Concept, Values

An attempt was made to determine what factors are important in a person's decision to engage in regular, vigorous activity. An Exercise Behavior Model was developed for the purpose of explaining exercise behavior. The model assumes that a person has four major predispositions or inclinations, which influence a readiness to exercise: (1) locus of control (perceiving one's actions to be internal or influenced by external forces); (2) attitude toward physical activities; (3) individual self concept, and (4) physical fitness, appearance, and health values. Adult women who were students in a university evening course were the subjects of the study. The following findings are reported: (1) The more favorable a person's attitude toward physical activity, the more she exercised; (2) If a person expressed the belief that change factors such as luck or fate controlled her exercise behavior, the lower her exercise score; (3) For younger women, the more negative attitudes toward physical activity and perceived barriers to exercise (lack of time, children, etc.), the lower her exercise score; and (4) For older women, attitudes toward physical activities and chance beliefs on the Exercise Locus of Control Measure were the best predictors of exercise behavior. (JD)

ED 206 641 TM 810 529

Huberty, Carl J. Smith, Jerry D.

The Study of Effects in MANOVA.

Pub Date-Apr 81

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Analysis of Variance, Comparative Analysis, Discriminant Analysis, Hypothesis Testing, *Multivariate Analysis

Identifiers-*Contrasting Groups Method, *Linear Discriminant Function

A particular strategy for investigating effects resulting from a multivariate analysis of variance (MANOVA) is proposed. The strategy involves multiple two-group multivariate analyses. The two groups result from considering multivariate pairwise group contrasts or multivariate complex group contrasts. Assuming a given two-group analysis yields real effects, the resultant single linear discriminant function (LDF) is studied. A transformation of LDF weights (Urbakh) is recommended for assessing variable relative contribution. The analysis strategy is described in detail and illustrated with real data sets. (Author/BW)

ED 206 745 UD 021 478

Little, Judith Warren

School Success and Staff Development: The Role of Staff Development in Urban Desegregated Schools.

Center for Action Research, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 81

Contract-400-79-0049

Note-452p.; For a related document, see UD 021 480.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Case Studies, Elementary Secondary Education, Ethnography, *Program Effectiveness, *School Desegregation, *Staff Development, Teacher Improvement, *Urban Schools

This report describes a collaborative research effort to examine the nature, role, and impact of staff development in an unspecified desegregated, urban school district. The report outlines the study which was conducted as a short term focused ethnography in three elementary and three secondary schools employing both interview and observation as research techniques. Part one provides a description of the studied site and the study's goals. Part two presents an analysis and summary of the findings; data from all six schools are employed to develop arguments about the nature of the work setting as a context for staff development, and about the shape of influential staff development programs. Tentative hypotheses are formulated to reflect the major tenets of these arguments. Appendices contain case study descriptions for the six participating schools, a description of the research methods, and a selective review of literature relevant to the study. (Author/APM)

ED 206 407 PS 012 379

Murphy, Sharon, Comp.

Classroom Interactive Processes in Preschool: An Abstract Bibliography.

Pub Date-81

Note-64p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, *Classroom Environment, Classroom Observation Techniques, Classroom Research, Early Childhood Education, *Interaction, *Kindergarten Children, *Preschool Children, *Student Behavior, Student Characteristics, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics

Identifiers-*Naturalistic Studies

Citations of 158 naturalistic studies of the classroom interactive processes of children in preschool and kindergarten are listed and categorized in terms of child, teacher, and setting variables. Studies listed were obtained by a search of issues of Resources in Education'' and Current Index to Journals in Education'' that were published from January 1975 to January 1981. An annotation or an abstract accompanies most of the citations. (Author/RH)

ED 206 598 SP 018 836

Goldberger, Michael

The Effects of Teaching Styles on Motor Performance, Self Concept, and Social Skill Development.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-IRT-OP-34
Pub Date-Oct 80
Contract-400-76-0073
Note-35p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.75).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Feedback, *Peer Teaching, *Performance Factors, *Psychomotor Skills, Social Development, Student Teacher Relationship, Teacher Response, *Teacher Role, *Teaching Methods

The effects of three teaching styles in Mosston's Spectrum of Teaching Styles were examined in terms of the motor skill acquisition and social skill development of 96 randomly selected fifth grade students, who were taught a hockey accuracy task. Performance data were collected prior to, midway through, and following training and were analyzed: (1) within treatment groups to determine if learning was evident; and (2) across treatment groups to examine the relative effectiveness of the three styles. Social skill patterns were obtained by observing learner-to-learner verbal interactions in which dyads of learners were asked to help'' each other learn the task. All three groups learned the task comparably well. It can be concluded that the three styles are all effective in facilitating learning on the type of algorithmic psychomotor task studied. Style C, in which learners work in dyads, one performing the task while being provided with feedback by the other, was found not only to produce comparable task learning, but also to enhance significantly social skill development. (Author/FG)

ED 206 663 TM 810 555

Weinstein, Claire E. And Others

The Effects of Selected Instructional Variables on the Acquisition of Cognitive Learning Strategies.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.-ARI-TR-463

Pub Date-Aug 80

Contract-DAHC19-76-C-0026

Note-65p.

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Discussion (Teaching Technique), Higher Education, Paired Associate Learning, *Performance Factors, Reading Comprehension, Recall (Psychology), *Skill Development, *Test Wiseness, *Training Methods

Identifiers-*Learning Strategies

As part of a research program to identify training methods which optimize skill acquisition and retention, three studies were conducted to assess the effects of type of training, amount of practice, and guided discussion in cognitive learning strategies training programs. Undergraduate students enrolled in educational psychology courses were trained in the use of imagery, elaboration, and grouping strategies, and then tested on free recall, reading comprehension and paired associate tasks. Training that emphasized the process of creating learning strategies as well as the product (the strategy itself) demonstrated equivalent or superior results when compared to a program that emphasized only the product. Training that included practice using the strategies was found to be more effective than training without such practice. However, when practice included guided discussion of the strategies generated, performance on posttest tasks was adversely affected, possibly due to trainees modeling the products presented in the discussion rather than the processes. Statistical data and instructional materials are included. (Author/AEF)

ED 206 767 UD 021 616

Mickelson, Roslyn Arlin

Black Working Class Adolescents' Attitudes Toward Academic Achievement.

Pub Date-Apr 81

Note-30p.; Paper presented at the Annual Meetings of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Achievement Need, *Black Attitudes, *Black Students, High Schools, *Low Achievement, *Lower Class Students, Student Attitudes, *Student Behavior, *Values

Identifiers-Bourdon (Raymond), Ogbu (John), Parkin (Frank)

This paper examines the discrepancy between black working class students' positive attitudes toward academic achievement and their failure to achieve good grades. The research presented was drawn from a study which altered a high school's reward structure, and then tested its effects on student attitudes toward academic achievement. The results of the study indicated that the working class black youth who participated in the research overwhelmingly held positive attitudes toward academic achievement. However, in the year the attitude survey was taken, these students scored below the 10th pencentile in both verbal and quantitative measures on California statewide examinations. The paper concludes that the study effects two different frames of reference, which Frank Parkin has called dominant and subordinate value septems. Further elaboration brings in the research of John Ogbu and Raymond Boudon, and suggests that, since the students are members of the working class and a subordinate racial group, they perceive members of their class/race as not adequately rewarded for academic achievement. Thus, their actual behavior, according to the paper, reflects the subordinate value septem. (ML)

Yap, Kim Onn

In Search of Achievement Correlates in Title I Projects.

Pub Date-Apr 81
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Attendance, Elementary Secondary Education, Enrollment, Expenditure Per Student, *Predictor Variables, Pretests Posttests, *Program Design, *Program Effectiveness, Program Evaluation, Program Length, Student Teacher Ratio
Identifiers-Elementary Secondary Education Act Title I, Hawaii, *Title I Evaluation and Reporting System

Data obtained for 89 Title I reading projects were analyzed by multiple regression and discriminant function techniques to assess the relationships between project students' achievement and project characteristics. The results suggested that project characteristics specified in the Title I Evaluation and Reporting System (TIERS) data forms are potentially useful as predictors of achievement gain. Two of the more potent factors were shown to be per pupil cost and pretest achievement status. Taken together they explained more than 25 percent of the variance in achievement gain. (Author/MK)

ED 206 243 HE 014 317

Interface. Growing Initiatives Between the Corporation and the Campus Toward Greater Mutual Understanding.

Council for Financial Aid to Education, New York, N.Y.
Pub Date-77
Note-70p.
Available from-Council for Financial Aid to Education, 680 Fifth Ave., New York, NY 10019 ($10.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrators, *Business, Career Exploration, College Faculty, College Programs, College Students, *Consultants, Consultation Programs, *Cooperative Programs, Economics, Employment Opportunities, *Exchange Programs, Fellowships, Governance, *Higher Education, Institutional Cooperation, Liberal Arts, *School Business Relationship
Identifiers-*Corporate Support, Endowed Chairs

Essays and brief reports of college/corporate programs and efforts are collected in an effort to show the variety of possible kinds of cooperation. An introductory essay is entitled What Every Corporate President Ought to Know About Every College President . . . and Vice Versa.'' These sections and examples follow: (1) Initiatives in Economic Understanding (business participation in new courses for liberal arts students, new courses for teachers and other professionals, curricular innovations, teaching aids, and endowed chairs and professorships); (2) The Business Executive Takes a New Role on Campus (faculty loan programs, visiting fellows and executives in residence, student-businessman dialogues, conferences and other meetings, endowed lectures and lecture series, programs for the visiting executive; (3) The Student Discovers the World of Business (career exploration and counseling, cooperative education, internships, other programs bringing the student into the business world, and programs in which students counsel business); (4) The Professor Encounters the Corporate World (fellowships and work opportunities in business, seminars and meetings, and the academic community as a corporate resource); (5) Business Helps Improve Campus Administration (executives as trustees, advisory committees and associate programs, cluster programs and others for specific needs); and (6) Business and Academic Work Together to Solve National and Local Problems (cooperative ventures, seminars and workshops, and research). A closing essay and a list of organizations with established programs are appended, and an index of organizations is included. (MSE)

ED 206 260 IR 009 263

Lewis, Arthur J. And Others

Future Applications of Electronic Technology to Education.

Florida Univ., Gainesville.

Spons Agency-Florida State Dept. of Education, Tallahassee.

Pub Date-Nov 78

Note-36p.; A Resource Paper for a Statewide Conference, The Future of Education in Florida (February 6, 1979). Prepared for the Southeastern Regional Consortium Planning Project.

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communications Satellites, *Computers, Educational Methods, *Educational Technology, *Electronic Equipment, *Futures (of Society), Holography, Lasers, *Microcomputers, *Telecommunications, Videodisc Recordings

Developments in electronic technology that have improved and linked together telecommunication and computers are discussed, as well as their use in instruction, implications of this use, and associated issues. The first section briefly describes the following developments: microcomputers and microprocessors, bubble memory, lasers, holography, optic fibers, satellite-to-rooftop communications, videodiscs, charge-coupled devices and the application of electronic technology to communication. The potential of these developments for education is then explored by showing how telecommunications and computers can be used in instructional programs as a source of information, a source of dynamic interaction, or resources for managing instruction. The possible impact of electronic technology on educational aims and content is also discussed, as well as the question of when and where electronic technology will be used in education. A bibliography of 29 items is included. (Author/CHC)

ED 206 282 IR 009 544

Eisenhut, Lynn, Comp.
Puppets and You in the Library.
Orange County Public Library, Calif.
Pub Date-80
Note-17p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Childrens Literature, Librarians, Libraries, *Library Services, *Puppetry
Identifiers-*Childrens Librarians

This booklet contains suggestions and ideas for librarians interested in using simple, hand-made puppets in their children's programming. Included are a script for a one-person puppet play, a list of 43 children's stories that would make suitable puppet shows, and suggestions for making and using puppet mascots and finger puppets. Four references are listed. (FM)

ED 206 388 PS 012 351

Morgan, Lorraine L. And Others

Beyond the Open Classroom: Toward Informal Education.

Report No.-ISBN-0-86548-050-8
Pub Date-81
Note-113p.
Available from-R & E Research Associates, Inc., Publishers, 936 Industrial Avenue, Palo Alto, CA 94303 ($9.50 plus $1.00 shipping).
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Classroom Environment, Classroom Observation Techniques, Differentiated Staffs, Guidelines, *Informal Assessment, Learning Centers (Classroom), Nongraded Instructional Grouping, Open Education, Parent School Relationship, Primary Education, Scheduling, School Community Relationship, *School Organization, *Student Teacher Relationship, *Teacher Education, Teacher Role, Team Teaching
Identifiers-*Informal Education

Written in response to rising numbers of requests for help from teachers, principals, chief school administrators, and parents on how to implement the informal approach to education, this book provides the pre-service or in-service educator, administrator, or parent with a guide written from a practical point of view. Advice on how to move toward informal education through non-graded lessons, team teaching, and differentiated staffing is provided, and concrete suggestions are given for arranging the learning environment, developing learning centers, and using materials, equipment, and the environment surrounding the school. The need for an effective means of assessment and evaluation of the growth and development of individual children is examined, and the process of communication between school and home is explored. The book concludes with a discussion about the preparation of teachers, both pre-service and in-service, for informal education. (Author/MP)

ED 206 491 SE 035 566

Water Conservation and Reuse. Instructor Guide. Working for Clean Water: An Information Program for Advisory Committees.

Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-81

Contract-EPA-CT900980-01

Note-27p.; For related documents, see SE 035 551-566 and SE 035 727.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, *Citizen Participation, Community Action, *Conservation (Environment), Conservation Education, *Environmental Education, Nonschool Educational Programs, *Postsecondary Education, Science Education, *Water Resources

Described is a learning session on water conservation intended for citizen advisory groups interested in water quality planning. Topics addressed in this instructor's manual include water conservation needs, benefits, programs, technology, and problems. These materials are components of the Working for Clean Water Project. (Author/WB)

ED 206 620 SP 018 877

Hord, Shirley M. Loucks, Susan F.

A Concerns-Based Model for the Delivery of Inservice.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-Education Service Center Region 20, San Antonio, Tex.; National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Note-52p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adoption (Ideas), Change Agents, Change Strategies, *Delivery Systems, Developmental Stages, Educational Innovation, *Individual Needs, *Inservice Teacher Education, *Intervention, Needs Assessment, Postsecondary Education, *Program Implementation

The Concerns-Based Adoption Model (CBAM) for staff development is an empirically-based conceptual framework which outlines the developmental process that individuals experience as they implement a new innovation. The model is based on the assumption that, when persons responsible for implementing change via inservice programs have relevant information about the people experiencing the process, they are better able to provide appropriate and effective support. In diagnosing the individual needs of participants in an educational innovation, two critical concepts are used: the stages of concerns teachers have about the innovation (awareness, informational, personal, management, consequence, collaboration, and refocusing), and the level at which they actually use the innovation in their classrooms. Another concept deemed important in the CBAM focuses upon the innovation itself and the changes it may undergo while being implemented. Interventions possible through the planning of staff development and through the detection of individual needs are also described. A discussion is given of the way in which the CBAM model may be successfully applied in developing an inservice program. (JD)

ED 206 332 JC 810 121

Linthicum, Dorothy S.

Dundalk Community College Developmental Education Research Project.

Dundalk Community Coll., Baltimore, Md.

Pub Date-Sep 80

Note-92p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, Affective Measures, Community Colleges, *Developmental Studies Programs, *Diagnostic Tests, Grade Point Average, Predictive Measurement, Predictive Validity, Remedial Mathematics, Remedial Reading, Self Evaluation (Individuals), Student Attitudes, Student Characteristics, Student Evaluation, *Student Placement, Teacher Attitudes, Test Reliability, Two Year Colleges

Identifiers-Nelson Denny Reading Tests, Nowicki Strickland Locus of Control Scale, Tennessee Self Concept Scale

In 1979-80, a study was conducted at Dundalk Community College (DCC) to assess the procedures and instruments used to place students in the three options of its developmental education program: Option A (for students with the lowest assessment scores), Option B (for those with low assessment scores), and regular developmental courses. The study involved tracking the students registered in Options A and B, a sample of students from traditional developmental courses, and a random sample of nondevelopmental students. The study report describes the size and selection of the study sample; describes the nationally normed tests, questionnaires, and survey instruments used to place the students and to assess their ability and achievement; describes how the data were analyzed; discusses study limitations; and presents the research questions. The study results are presented with respect to the following research questions: (1) how effective are the assessment instruments; (2) which assessment instruments are most predictive of success; (3) was the Self Assessment Checklist developed by DCC correlated to nationally normed scores; (4) did students and faculty agree on placement decisions; (5 and 6) how successful were students who followed the placement recommendations and those who did not; and (7 and 8) how important are affective skills and student goals with respect to academic success. After conclusions and recommendations are presented, appendices provide statements of policies and procedures, the survey and assessment forms, and explanations of computer programming concerns. (AYC)

ED 206 351 JC 810 493

Bresler, Marilyn

Course Registration Attrition, Fall 1980-81 and Fall 1971-72. Analytical Studies Research Report, 81-7.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-Aug 81
Note-13p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Programs, Community Colleges, *Courses, *Departments, *Dropout Rates, Educational Trends, Multicampus Districts, Trend Analysis, Two Year Colleges, *Withdrawal (Education)

Comparative statistics on course attrition in the Maricopa County Community College District are presented for Fall 1971 through Fall 1980. After plotting high point enrollment (final number of students enrolled in a course plus withdrawals and audits), end of semester enrollment (the final number of students enrolled in a course), and percentage of attrition for Fall 1971 through Fall 1980, the report compares Fall 1980 and Fall 1971 data, where available, in each of 127 program areas. An analysis of the data, which are presented on a series of graphs and tables, indicates that: (1) on an average, 21% of the students who enrolled in a course during the ten-year period withdrew or audited the course; (2) this average has varied between 16% (in 1972) to 24% (in 1978 and 1979); (3) both high point enrollment and end of semester enrollment correlate positively with attrition rate; (4) among the curriculum areas, attrition rates varied from 0% to 50% during the semester; (5) no relationship was revealed between enrollment and attrition rates in the curriculum areas; (6) curriculum areas with very low attrition rates in 1980-81 were Stone Masonry (0%), Dental Hygiene (0%), Machinists (0%), Professional Growth (0%), and Plastering-Cement (1%); and (7) courses with especially high attrition rates in 1980-81 were in the areas of Arabic (52%), Assessment and Advisement (45%), Hebrew (40%), Italian (40%), and Accounting (36%). (AYC)

ED 206 517 SO 013 392

Population Education: A Source Book on Content and Methodology.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
Pub Date-80
Note-140p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, *Comparative Education, Concept Teaching, Curriculum Development, Developing Nations, *Educational Trends, Elementary Secondary Education, Family Planning, Foreign Countries, Interdisciplinary Approach, Material Development, *Population Education, Program Evaluation, Research Methodology
Identifiers-*Asia, *Oceania

A collection of 12 essays provides an overview of population education in Asia and Oceania with regard to concepts, status, approaches in curriculum and materials development, methodologies, and research and evaluation. The collection is presented in five sections. Section I explores general definitions of population education; its role as part of national or independent programs; relationships between population growth, national development, resource utilization, and environment; and population education as a means to promote family planning. Section II outlines interdisciplinary approaches in several countries and gives examples of population education content of school subjects including home economics, science, and social studies. Section III reviews various approaches to teaching population education (i.e., discovery, expository teaching); presents sample units; and identifies relevant ethical issues in areas including distributive justice, politics, and economic development. Section IV suggests various research and evaluation designs. Section V discusses out-of-school population education in terms of program development and materials production. (AV)

ED 206 535 SO 013 555

Kristiansen, Rolf, Ed.

Survey of Educational Research in Norway 1977-78.

Royal Ministry of Church and Education, Oslo (Norway).

Report No.-ISBN-82-990760-0-5

Pub Date-81

Note-168p.; For a related document, see ED 187 448. Not available from EDRS in paper copy due to poor legibility of original document. Some pages may not reproduce clearly from EDRS in microfiche.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstracts, Annotated Bibliographies, *Comparative Education, Educational Development, Educational Practices, *Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education

Identifiers-European Documentation and Information System, *Norway

This issue of Educational Research in Norway is the fourth in a series of biannual surveys. It covers 144 projects conducted in 1977 and 1978. Projects are grouped and cross-referenced according to the facits and subfacits of the EUDISED Thesaurus (European Documentation and Information System for Education). Serial numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in English and French languages. For each entry, information is presented on an identification number, country of origin, designation of whether the project is on-going or has been completed, name or names of researchers, project supervisors, sponsoring institution, research institution, publications which resulted from the project, and an abstract in the English language. The document concludes with an author index and subject indexes in English and French. (DB)

ED 206 555 SO 013 587

Bullock, Terry L. Hesse, Karl D.

Reading in the Social Studies Classroom.

National Education Association, Washington, D.C.
Report No.-ISBN-0-8106-3202-0
Pub Date-81
Note-61p.
Available from-National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($6.95).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Content Area Reading, Elementary Secondary Education, Evaluation Methods, Reading Diagnosis, Reading Material Selection, *Social Studies, *Teaching Methods

This publication examines reading instruction techniques that can be used by teachers to diagnose and remedy students' weaknesses in reading social studies materials. There are four chapters. Chapter one discusses issues, including trends related to reading in the social studies and problems presented by social studies textbooks. Chapters two and three focus on prereading exercises that can be used to prepare students for social studies materials and active reading behaviors that can make students fuller participants in the educational exchange between text and reader. Methods to assess students (the cloze procedure, informal reading inventories, and teacher observations); techniques for assessing materials; and ways to set the stage for reading (attending to study skills and vocabulary) are examined. Chapter three discusses active reading behaviors. There are observed behaviors that take place during and after the reading of assigned materials and really entail a holistic approach to communication involving listening, speaking, and writing, as well as reading. Chapter four focuses on implementation. Issues discussed here include education of the handicapped, individualized instruction, the reluctant reader, teacher's role, and inservice and professional growth. (Author/RM)

ED 206 642 TM 810 530

Reckase, Mark D.

To Use or Not to Use (The One- or Three-Parameter Logistic Model) That Is the Question.

Missouri Univ., Columbia.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Apr 81
Contract-N00014-77-C-0097
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Comparative Analysis, *Latent Trait Theory, Scores, *Test Construction, Test Reliability
Identifiers-*One Parameter Model, *Three Parameter Model, Vertical Equating

Definition of the issues to the use of latent trait models, specifically one- and three-parameter logistic models, in conjunction with multi-level achievement batteries, forms the basis of this paper. Research results related to these issues are also documented in an attempt to provide a rational basis for model selection. The application of the latent trait models is evaluated in terms of: (1) the assistance they can lend to test construction; (2) their use in the vertical equating of test scores; and (3) their use in comparing score scales. It is suggested that the target information function of the latent trait models can give control over test construction and precision, especially with the three-parameter model; but, there appears to be no acceptable way to select test items using the one-parameter model. The latter model is criticized for perpetuating the idea that all items are equal. Even when the test battery is sorted into unidimensional subtests, it is reported that neither the one- nor the three-parameter model is adequate for vertical equating purposes. It is concluded that both models have advantages and disadvantages. The recommendation that both models be used in conjunction with traditional procedures is suggested. (AEF)

ED 206 703 TM 810 605

Benrud, C. H. And Others

Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.-NAEP-11-SW-47; RTI-1967-00-02F

Pub Date-Jun 81

Contract-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-236p.

Pub Type- Reports - General (140) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Computer Oriented Programs, *Educational Assessment, Elementary Secondary Education, *Methods, *National Competency Tests, *Sampling, Testing, Testing Programs

Identifiers-*National Assessment of Educational Progress

Sampling activities for Year 11 of the National Assessment of Educational Progress began in 1977 when plans were begun to Years 11-14. In March 1979 the sample was selected and allocated. In-school secondary sample selection activities were carried out during May through August, 1979, and in-school package assignment and field support activities were begun in August and continued into 1980. Sample weight computation activities began in January and continued through August 1980. The Supplementary Frame secondary sample was selected in July and August 1979, and the third-stage sample of discontinuers and early graduates was selected during March through May 1980 and administered in June through August. Supplementary Frame weights were computed in September through November 1980. This report documents the Year 11 in-school sampling and weighting activities, and the Supplementary Frame activities. Primary type of information provided by the report: Procedures (Sampling) (Weighting). (Author/BW)

ED 206 724 TM 810 636

Connecticut Ninth-Grade Proficiency Test 1980-81 Summary Report: Mathematics, Basic Writing Skills in the Language Arts, Reading.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date-Feb 81

Note-41p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basic Skills, Educational Assessment, Grade 9, Junior High Schools, Language Arts, Mathematics, Reading Skills, *Scoring, *State Programs, Test Construction, *Test Format, *Testing Programs, *Test Norms, Writing Skills

Identifiers-*Connecticut Ninth Grade Proficiency Test

The Education Evaluation and Remedial Assistance'' section 10-14n of the Connecticut General Statutes, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematic skills to all ninth-grade students. This report describes the development of the test and summarizes the results of the second administration. The objectives of the test are outlined and range from the provision of a statewide information base on all students before entering high school, to the use of results for budget request preparation, and the use of the test as a screening process to diagnose student skill deficiencies so that follow-up aid may be administered to improve basic skills. The implementation, process and the identification of test content are outlined. Descriptions of the individual tests and their objectives follow. The process of constructing and reviewing items, conducting a pilot test and selecting procedures for setting the statewide level of expected performance, constitutes the next section. The third section is comprised of test administration procedures and discusses the scoring procedures utilized for each test. In conclusion, statewide results are summarized by state and by school district. Sample writings and holistic scores assigned them are appended. (AEF)

ED 206 746 UD 021 505

Sherman, Joel D.

School Desegregation and Financial Support for the Public Schools in Four Southern States.

Spons Agency-Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Pub Date-Apr 81

Note-35p.; Some appendices may not reproduce in their entirety due to reproduction quality of original document. Not available in paper copy due to author's restriction.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Students, *Desegregation Effects, *Educational Finance, Elementary Secondary Education, Enrollment Trends, Federal Aid, *Financial Support, *Government School Relationship, *School Desegregation, *School District Spending, State Aid, Urban Schools

Identifiers-*Alabama, *Louisiana, *Mississippi, *South Carolina, *United States (South)

Changes in financial support patterns in four southern states over the course of major school desegregation were examined for the period from the late 1960s through the mid 1970s. The states included in the study were Alabama, Louisiana, Mississippi, and South Carolina, those States with the largest proportion of black children in the country. The study focused specifically on revenues available from state-local revenue systems and on revenues from the federal government. Data on the following areas were analyzed: (1) minority enrollments before and after desegregation; (2) changes in financial support over the period of desegregation; (3) impact of the state-local revenue structure on majority black school districts; (4) changes in local and state support during desegregation; (5) impact of federal revenues on the state-local system; and (6) the financial position of the cities. The study determined that there was some relationship between desegregation and local support for public schools in majority black school districts. In all four states, local revenue ratios in majority black districts declined over the course of the desegregation period, yet the financial position of almost all of the large cities in the four states showed some improvement. (Author/APM)

ED 206 789 UD 021 665

Henderson, Ilona

Textbooks as Reinforcers of Sexist Attitudes.

Pub Date-78
Note-14p.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, *Content Analysis, *Content Area Reading, Elementary Secondary Education, Sex Bias, Sex Fairness, *Sex Stereotypes, *Teacher Attitudes, *Textbook Bias, *Textbook Content, *Textbook Selection

Students are exposed to a curriculum that primes both males and females for a sexist society. Picture books are the first reading materials to which young children are exposed. An analysis of award winning children's books reveals negative associations about being female. Sex role stereotyping is already operative at the prereading and early reading stages. The next level of books for youngsters is the basal level. Here again, studies of texts reveal sexual stereotyping. The examination of content area textbooks suggests that women neither helped shape the world nor made many contributions to it other than as homemakers. Women, are not adequately represented in the materials to which students are exposed and through which they are socialized. In an effort to improve the status of women in textbooks, several publishers have generated guidelines for writers in regard to representation and language. In addition to these texts, there are various workbooks that help sensitize teachers to their own attitudes as well as to the materials they are using. By becoming aware of sexual stereotyping, educators maximize opportunities for all students. (Author/APM)

ED 206 283 IR 009 546

George, Bette L.

The Effectiveness of Self-Paced Instruction in Teaching Reference Skills to Heterogenously-Grouped Elementary School Students.

Pub Date-May 81
Note-53p.
Pub Type- Reports - Research (143) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Elementary Education, *Elementary School Students, Individualized Instruction, *Intermode Differences, Lecture Method, *Library Instruction, *Library Skills, *Teaching Methods

Designed to identify promising methods of teaching library reference skills to elementary school students, this study included an extensive search of the literature and a pilot experiment to test the effectiveness of the methods identified. Testing materials, a transparency lecture series, and a self-paced instructional module with cassette tape were developed to meet the objective of teaching heterogenously-grouped fifth and sixth grade students how to use an almanac. Following a pretest, the skill was taught by lecture to the control group and by self-paced instruction to the experimental group. Post-test scores were compared statistically. Each method had distinct advantages for certain types of students, but neither was significantly better than the other. The report presents hypotheses, assumptions, and definitions; explains the methods of data collection; and analyzes and interprets the data. Appendices include testing materials, instructional materials, and frequency distributions of scores. A bibliography lists 31 sources. (Author/FM)

ED 206 307 IR 009 619

Moore, Robert C.

Audio Alternatives For Learning. A Concept Paper.

Pub Date-Apr 81

Note-15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Learning, *Audiotape Cassettes, Continuing Education, Higher Education, Instructional Design, *Media Selection, *Nontraditional Students

Identifiers-*Distance Education

A brief review of recent demands and trends in adult education for nontraditional students is followed by a discussion of the design and purpose of audiocassette programs offering full and transferable college credit toward a degree. The development of audio courses is traced from the Ohio School of the Air, presented on radio in 1929, to the present, and the current program at West Virginia Wesleyan College is described. A review of the literature on the effectiveness of audio instruction concludes the paper, and a 17-item bibliography is attached. (MER)

ED 206 408 PS 012 380

Induction in Action in the Primary School.

Queensland Board of Teacher Education, Toowong (Australia).
Pub Date-Jul 81
Note-38p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, *Beginning Teachers, *Educational Practices, *Faculty Development, Foreign Countries, Primary Education, *Teacher Orientation, *Teacher Supervision
Identifiers-*Australia (Queensland), Induction (of Teachers)

Procedures used in six Australian primary schools for the induction of beginning teachers to their profession are summarily described. Induction into the schools was in each case a cooperative process which was much more than an orientation period and normally involved one person being most closely associated with the new teacher, but in which the remainder of the school staff played a supportive role. Concluding comments provide suggestions intended to facilitate the transition of beginning teachers from pre-service education into schools and set the stage for their continuing professional development. (Author/RH)

ED 206 427 RC 012 815

Supplement to the Final Report on the Edgewood School Plan. Volume II.

Development Associates, Inc., Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Grant-OEC-0-72-5309
Note-72p.; For related documents, see ED 201 450-452 and RC 012 814.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Affective Behavior, Bilingual Education, Communication Skills, Comparative Analysis, *Curriculum Development, *Educational Change, Elementary Secondary Education, History, Language Dominance, *Mexican American Education, Mexican Americans, Motivation, Program Costs, Program Effectiveness, *Program Evaluation, Reading Achievement, Self Concept, Social Attitudes, Student Attitudes, Student Placement, Teacher Attitudes, Teacher Behavior
Identifiers-*Edgewood Independent School District TX, *Experimental Schools Program, Purdue Social Attitudes Scales, Texas (San Antonio)

Prepared to assist professional educators and researchers who want greater detail on certain aspects of the evaluation of the five-year Experimental Schools Program conducted by the Edgewood Independent School District in San Antonio, Texas, this supplement to the Final Report on the Edgewood School Plan is composed of abstracts that give the basic design and instrumentation of the research, the findings from that particular investigation, and the conclusions that were drawn. The abstracts, which are arranged chronologically by submission date, describe historical background of the Edgewood District; self-concept studies of Mexican American students; first and second interim reports on the program; a comparative analysis of English and Spanish reading performance of Mexican American students; an instrumentation study of the Purdue Social Attitude Scales for Primary Children; social attitudes of South Texas primary students; locus of control and achievement of Mexican American students; a case study of language dominance test development and instructional placement, psychosocial growth and academic achievement of Mexican American students; an instrumentation study of the Self-Concept and Motivation Inventory; an explanation of educational change (case studies from Edgewood); teacher classroom behaviors; the communications skills program; a summary review of revenues and expenditures for the program; program curriculum and instruction; and formative evaluation in the Edgewood School Plan. (CM)

ED 206 444 RC 012 905

Messing with Mother Nature Can Be Hazardous to Your Health. Assessment of Environmental Health Impacts.
Americans for Indian Opportunity, Inc., Albuquerque, N. Mex.
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Reservations, American Indians, Conservation (Environment), Cooperative Planning, *Developmental Programs, Environmental Education, Environmental Influences, *Environmental Standards, *Federal Indian Relationship, Federal Regulation, Health Conditions, Human Resources, Natural Resources, Radiation Effects, Special Health Problems, *Tribal Sovereignty, Tribes, Trust Responsibility (Government)
Identifiers-*Americans for Indian Opportunity, *Environmental Health, Tribal Government

Environmental health impacts of development on Indian communities, and the roles of government agencies responsible for environmental protection and individual safety are being assessed by Americans for Indian Opportunity (AIO) during a two-year project. Although the more than 250 Indian tribes within the U.S. have federal guarantees for self-government of natural and human resources, examples are provided which show that some federal agencies and some tribal governments have made decisions with little information regarding the impact on the environment and health of Indian people. The AIO project, stressing a holistic view of the protection and development of Indian lands, has the following objectives: (1) increase awareness of tribal decision-makers regarding environmental health impacts of development activities and need for planning; (2) develop information to assist tribal communities with health and environmental protection; (3) develop alternative methods and, upon request, assist tribal decision-makers to organize community environmental health protection systems; (4) increase awareness of related government agencies to Indian concerns and facilitate cooperation with tribes in designing holistic approaches to problem-solving; and (5) establish communication between tribal government and local, state, and federal governments on environmental health concerns of mutual interest. (AW)

SE

ED 206 467 SE 035 508

Kelsey, Claudia Parsons, Mary Beth

Shells: A Study Guide for the Second Grade. Alaska Sea Week Curriculum Series.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jun 80
Grant-NOAA-NA79AA-D-00138
Note-125p.; For related documents, see SE 035 506-512. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Animals, Biology, Ecology, Elementary Education, *Elementary School Science, *Environmental Education, Grade 2, Language Arts, *Marine Biology, Outdoor Education, *Science Education
Identifiers-*Invertebrates

Presented are several elementary school lessons dealing with marine shell-bearing animals. Among the aspects of mollusk biology investigated are anatomy, diversity of form, adaptations, and classification. Learning strategies used include field trips, creative writing exercises, art activities, poetry, and scientific observation. A set of 40 student worksheets is provided, along with tips for organizing a field trip and a list of resource materials. (WB)

ED 206 683 TM 810 580

Mills, Stephen R. And Others

The Relationship Between Teacher Questions and Student Answers in Discussions. Effective Teacher Education Program. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-FWLERD-RR-A78-15
Pub Date-May 78
Contract-NE-C-00-3-0108
Note-155p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Classification, *Cognitive Processes, Communication Research, *Constructed Response, *Discussion (Teaching Technique), Elementary Secondary Education, *Questioning Techniques, Speech Communication, *Student Teacher Relationship
Identifiers-Aschner Gallagher Verbal Interaction Technique, Blooms Taxonomy, *Question Answer Reciprocity, Smith and Meux Classification System

The relationship between higher cognitive teacher questions and the nature of the cognitive thought processes involved in the student answers was investigated. Literature was reviewed, resulting in the selection of Blooms Taxonomy, and the Aschner and Gallagher, Smith and Meux systems for classifying higher cognitive thought processes. A pilot study followed, to aid development and refinement of procedures used in the main study which reanalyzed raw data from Minicourse 9 (a set of training materials designed to train teachers of elementary and junior high school students in higher cognitive questioning strategies). The appropriateness of students' responses, relationship between clarity of teachers' questions and clarity of students' answers, and type of student responses were studied. Results indicate that, despite five weeks of training, the correspondence between students' answers and teacher questions was only 53%. It is a possibility that inadequate training time or methods may account for this. Another reason may be that students did not have a common frame of reference with teachers, thus, student training in the use of appropriate cognitive processes may counteract the deficiency. Appendixes contain outlines of the three classification systems, stimulus passages, coded transcript sample, and coder reliability data. (Author/AEF)

ED 206 370 JC 810 541

Langford, Al G.

Competing with Industry for Faculty Members.

Pub Date-26 Mar 81

Note-8p.; Paper presented at the Conference of the Association of Community College Trustees (Charleston, SC, March 26, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business Responsibility, *Career Change, Community Support, Employment Opportunities, Faculty Mobility, Financial Support, Industrial Personnel, *Occupational Mobility, Part Time Faculty, *School Business Relationship, Teacher Recruitment, *Teacher Salaries, Two Year Colleges, *Vocational Education Teachers

In the past two years, Midland College in Texas has lost several of its most qualified vocational instructors to business and industries offering a much higher salary. In an effort to deal with this stiff competition, the college held a meeting with approximately 200 local business owners and managers to outline the college's problems and suggest several solutions. First, the college staff pointed out to the business leaders that if instructors were allowed to continue teaching, they could turn out many more qualified employees to fill vacancies in the local work force and that the gap between faculty salaries and community pay scales was widening so quickly that even the most dedicated faculty were finding it hard to resist the financial incentives offered. At this and subsequent meetings, the college staff outlined three possible solutions: (1) businesses could underwrite the cost of salary supplements for highly skilled instructors to make their pay schedule competitive; (2) industries employing highly trained personnel could arrange for one of their employees to teach on a part-time basis, with the instructor's salary being paid by the company; and (3) the school could eliminate vocational and technical programs for which no qualified instructors could be found. While some businesses have been receptive to these suggestions, a critical need remains to recruit and retain highly skilled, highly motivated technical instructors. (AYC)

PS

ED 206 492 SE 035 567

Bye, Marshall P. And Others

Calgary Junior High School Mathematics Project. Final Report 1980.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.; Calgary Board of Education (Alberta).
Pub Date-Dec 80
Note-130p.; Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Design, Educational Research, *Evaluation, Fractions, *Junior High Schools, *Mathematics Curriculum, *Mathematics Instruction, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Testing
Identifiers-*Mathematics Education Research

In one project phase, assessments of cognitive levels in grades seven and eight on fractions and ratio concepts were made and compared to the corresponding cognitive demands of curriculum guide objectives, authorized textbooks, teacher presentations, and teacher-made tests. Considerable gaps were found between student cognitive level and curricular demand in the context of fractions and ratios for both grades. Another phase of this project analyzed the effects of a concrete process-oriented approach to the teaching of fractions and ratios in seventh and eighth grades. Overall, and particularly with seventh graders, project findings demonstrated that a concrete, process-oriented approach can result in significantly improved achievement in and attitude toward fractions and ratios. Simultaneously, the development of general mathematical strategies is enhanced and computational facility is maintained. (Author/MP)

ED 206 577 SP 018 578

A Report on Follow-Up of Graduates Who Completed Preparation for Initial Entry into Classroom Teaching. (Graduate Placement Report), 1978-79.

Michigan State Dept. of Education, Lansing. Teacher Preparation and Certification Services.
Pub Date-Jul 80
Note-49p.; Best copy available.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, *Employment Patterns, Full Time Faculty, Higher Education, Schools of Education, *State Surveys, Teacher Certification, *Teacher Employment, *Teacher Supply and Demand
Identifiers-*Michigan

Data presented in this document are primarily from the 1978-79 Graduate Placement Report with additional information from the 1977-78 Report and the Michigan Teacher Supply and Demand Interim Report 1980. The Graduate Placement Report provides information on the employment status of 4,619 (72 percent) of the graduates who completed programs at 30 Michigan teacher education institutions and received provisional teaching certificates from July 1978 to June 1979. In a discussion of the findings it is shown that full-time teaching positions were held by 63 percent of the 1978-79 graduates. It is estimated that 11 percent of the graduates were seeking positions as of January 1980. Projections of teacher supply and demand by Michigan teacher education institutions, the National Center for Education Statistics, and the Association of School, College, and University Staffing indicate possible teacher shortages in the late 1980s. Appendices provide tables showing graduates by major preparation field, and categorized by race and sex in each institution. (FG)

ED 206 768 UD 021 620

Meredith, William H., Ed. Tweten, Bette J., Ed.

Compiled Proceedings: Helping Indochinese Families in Transition Conference (May 11-12, 1981).

Nebraska Univ., Lincoln. Coll. of Home Economics.
Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-May 81
Note-177p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Acculturation, *Adjustment (to Environment), Asian Americans, *Community Role, Counseling, Employment Patterns, Family Structure, Foreign Countries, *Government Role, Health Needs, Housing, *Indochinese, Migration, *Needs Assessment, Nutrition, *Refugees, Vietnamese People
Identifiers-British Columbia (Vancouver), *Iowa, Nebraska, Oregon (Portland), Washington (Puget Sound)

This compilation presents the proceedings of a conference on Indochinese refugee families. The papers included in the volume are the following: (1) Counseling Vietnamese Women in Transition,'' by Tran Nhu Choung; (2) Preliminary Nutritional and Demographic Assessment of Hmong Refugees in the Area of Puget Sound, Washington,'' by Marshall Hurlich; (3) Unaccompanied Minors,'' by Nic Backer; (4) Cross Cultural Sensitivity to Housing Needs,'' by Sheran Cramer; (5) Dietary Habits and Nutritional Needs of Southeast Asian Refugees,'' by Amy Tong; (6) Employment and Consumer Patterns of Refugees,'' by Phyllis Johnson; (7) Job Service for Refugees,'' by Colleen Shearer; (8) The Migration Process: Impact on Indochinese Families in the United States,'' by Sara Brown; (9) Nebraska Indochinese Needs Assessment,'' by William Meredith and Sheran Cramer;'' (10) Nebraska Indochinese Refugee Nutrition Assessment,'' by Harriet Kohn; (11) Community Outreach and Health Education Classes With Hmong and Mien in Northeast Portland,'' by Jean Baldwin; (12) A Model for Helping Indochinese Refugee Families Adapt,'' by Suzanne Hirst; (13) Iowa Refugee Health Assessment,'' by Jane Seip; and (14) Reaching Out to Southeast Asian Families Through the Expanded Food and Nutrition Education Program of Oregon State University Extension Service,'' by Wanda Phipps. (Author)

ED 206 389 PS 012 353

Sanitation Practices for Day Care.
Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-1410
Pub Date- 81
Note-71p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Check Lists, *Day Care, Early Childhood Education, *Food Handling Facilities, *Food Service, Foods Instruction, *Food Standards, Guidelines, *Hygiene, Inservice Education, Instructional Materials, *Sanitation

Specifically designed to assist child care food service personnel in providing wholesome food in a safe and sanitary manner, this sanitation guide interprets and expands on Chapter HSS 55 of the Wisconsin Department of Health and Social Services' code for licensing activities. Following a brief introduction, chapters 2 through 7 focus on bacteriology and food-borne illness, basic sanitation in relation to phases of food service operation, personal hygiene for food service personnel, insect and rodent control, use of safety and sanitation checklists, and inservice training. Related books, bulletins, manuals and unpublished materials are listed in a brief bibliography. Extensive appended materials provide (1) a list of sources for audiovisual aids; (2) a chart which indicates both the storage life of various foods in cool storerooms, refrigerators and freezers and the signs by which personnel can recognize foods with reduced quality; (3) a chart listing the approximate storage life of various foods at 0 degrees Fahrenheit; (4) examples of subject outlines for inservice training in the areas of food-borne diseases, storage facilities preparation, mechanical dishwashing, manual sinks and personal hygiene; (5) prototypes for use with overhead projectors; and (6) safety and sanitation self-inspection sheets. (Author/RH)

ED 206 409 PS 012 381

Shields, Sue, Ed. Williams, Linda, Ed.

Beginnings: Early Childhood Education in Oklahoma. Pre-Kindergarten Through 2nd Grade.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-81
Note-279p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Bibliographies, Child Development, Classroom Design, *Classroom Environment, *Early Childhood Education, *Integrated Curriculum, *Learning Activities, *Learning Centers (Classroom), *Program Development, Scheduling, Teaching Guides
Identifiers-Continuity, Oklahoma

Intended for teachers and administrators of early childhood programs, this publication is designed as a guide for developing learning environments for children in prekindergarten through the second grade. The approach advocated is based on research and on teacher experience with the way the young child learns. Contents of the guide include discussions of (1) developmental characteristics of young children; (2) aspects of constructing a learning environment; (3) program planning; (4) art, communication skills, mathematics, motor development, music, social studies, and science activities in an integrated curriculum; and (5) resources for the teacher, including teaching aids, assessment tools, and curriculum and parenting bibliographies. Materials in each section of the guide are arranged in a sequential order to provide for program continuity through the early years of schooling. All basic areas of child development are considered in suggestions for planning the learning environment and interrelated curriculum activities. (Author/RH)

ED 206 468 SE 035 509

Hopson, Dan And Others

Glacial and Intertidal Ecology: A Study Guide for the Third Grade. Alaska Sea Week Curriculum Series. Draft.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-Jun 80

Grant-NOAA-NA79AA-D-00138

Note-103p.; For related documents, see SE 035 506-512. Contains occasional light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Earth Science, *Ecology, Elementary Education, *Elementary School Science, *Environmental Education, *Geology, Grade 3, *Marine Biology, Oceanography, Outdoor Education, Reading Skills, *Science Education

Identifiers-*Coastal Zones

Two marine science units comprise this manual for teachers of elementary school students. Unit 1, Shore Communities,'' involves mapping exercises and other investigations of the ecology of the intertidal zone. Unit 2, The Glacier,'' focuses on glacial geology and the relationship of glaciers to the marine environment. Each unit contains several field and classroom activities, and a list of references is provided. Also included are tips for conducting field trips and a set of student worksheets which stress reading skills and vocabulary. (WB)

ED 206 599 SP 018 837

Health Education. Physical Dimensions of Health. Nutrition Education. Grades 10-12.

New York State Education Dept., Albany. Bureau of School Health Education and Services.; New York State Univ. System, Albany.
Pub Date-81
Note-262p.; For related documents, see ED 191 346 and SP 018 833.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Allied Health Occupations, Athletes, Class Activities, Consumer Education, *Dietetics, Diseases, *Eating Habits, *Health Education, Hunger, Infants, *Nutrition Instruction, *Physical Health, Pregnancy, Secondary Education, Student Attitudes

This guide to nutrition education can be used as a basis for curriculum development at the school district level, as well as a basis for daily lesson planning by teachers. Designed to involve high school students in gathering information from school and community resources, the guide covers the following topics: (1) meal planning; (2) food consumerism; (3) nutrition and physical fitness; (4) health-related problems; (5) nutrition and reproduction; (6) infant nutrition; (7) hunger and malnutrition in the United States; and (8) careers in nutrition. Appendices contain suggested breakfast and lunch surveys for secondary students. (JD)

ED 206 621 SP 018 878

Natriello, Gary Dornbusch, Sanford M.

Providing Direction and Building Commitment: A Study of Teacher Standards and Warmth.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Standards, *Discipline, Interpersonal Competence, *Leadership Qualities, Secondary Education, Student Motivation, *Student Teacher Relationship, Teacher Attitudes, *Teacher Effectiveness, *Teacher Response

Two studies examined the incidence of and the relationship between teacher enforcement of school standards and their warmth in responding to typical classroom problems. In the first questionnaire, the problems posed were those of hypothetical students. In the second questionnaire, the problems were applied to students in the teachers' classes. The hypothetical'' study involved 156 teachers in 14 high schools. The role book'' study involved 168 teachers in 18 high schools. Results suggest that while teachers may enforce standards in a warm and caring way, empirically this combination seems to be a rare event. Teachers were more likely to present standards than warmth. Literature on teaching as a form of leadership indicates that both firm adherence to standards and personal warmth are components of effective leadership. It is suggested that teachers may not be engaging in optimal leadership behaviors to provide direction for students and to build commitment among them. (Author/JD)

ED 206 664 TM 810 556

Mayer, Richard E.

Elaboration Techniques for Technical Text: An Experimental Test of the Learning Strategy Hypothesis.

California Univ., Santa Barbara.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-UC-TR-79-3
Pub Date- 79
Grant-NSF-SED-77-19875
Note-45p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advance Organizers, *Associative Learning, Higher Education, *Learning Processes, Programing, *Recall (Psychology), Secondary Education, *Theories
Identifiers-Comparative Method, *Elaborative Prompts, Encoding (Psychological), Learning Strategies, *Mathemagenic Activities

In a series of five experiments, novices read a text on computer programming, and engaged in one of the following learning strategies: advance organizer, model elaboration, comparative elaboration, normal reading (control). Results of transfer tests indicated a pattern in which the treatment groups excelled on the ability to put the information together in a novel way (far transfer) but the control group excelled on retention of single pieces of information. In addition, results of recall tests indicated a pattern in which the treatment groups excelled on recalling conceptual idea units while the control group excelled on recalling technical details. These findings suggest that elaboration techniques can be applied to real world'' materials, and can result in more integrated, broader learning outcomes. (Author)

ED 206 244 HE 014 325

Murphy, Carol Jenks, Lynn

Integrating the Community and the Classroom: A Sampler of Postsecondary Courses.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Apr 81

Note-275p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Courses, Curriculum Development, Curriculum Guides, *Experimental Curriculum, *Field Experience Programs, *Nontraditional Education, Postsecondary Education, *School Community Relationship, Student Experience, Work Experience Programs

Resulting from a study that examined ways to implement community-based learning activities into postsecondary curriculum, this sampler contains detailed descriptions of selected courses in the social sciences and humanities that illustrate some of the ways classroom learning is augmented through the use of planned, off-campus learning activities. The field activities are meant to improve the course, not to replace other forms of learning activities. They are designed to provide the student with opportunities for: (1) concrete experiences; (2) observation and reflection; (3) formation of abstract concepts and generalizations; and (4) testing implications of concepts in new situations. Following the overview are course descriptions for: Anthropology, Architecture, Art, Business, Career Studies, Communications, Economics, Education, English, Environmental Studies, Geography, Health, History, Journalism, Philosophy, Political Science/Law, Psychology, Social Services, and Urban Studies. Appendices include: sample course syllabi, sample forms, resources (organizations, associations, and bibliography), and a list of contributors. The data sources for the course descriptions are faculty from postsecondary institutions located primarily in California, Nevada, and Utah. Project staff completed 68 personal interviews with instructors who not only outlined the structure and process of their courses, but also discussed the implementation problems they had encountered and the results or outcomes they had observed. (LC)

ED 206 261 IR 009 372

Goclowski, John C. And Others

Digital Avionics Information System (DAIS): Impact of DAIS Concept on Life Cycle Cost Supplement. Final Report.

Dynamics Research Corp., Wilmington, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-81-4(II)
Pub Date-Mar 81
Contract-F33615-75-G-5218
Note-148p.; For related documents, see ED 202 470. Tables may not reproduce due to size and density of type.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Aviation Technology, *Computer Oriented Programs, *Cost Effectiveness, *Information Systems, Input Output Devices, *Life Cycle Costing, Military Organizations, Military Personnel, *Personnel Needs
Identifiers-*Digital Avionics Information System

This supplement to a technical report providing the results of a preliminary investigation of the potential impact of the Digital Avionics Information System (DAIS) concept on system support personnel requirements and life cycle cost (LCC) includes: (1) additional details of the cost comparison of a hypothetical application of a conceptual mid-1980's DAIS suite versus a conventional avionics suite used in a close-air-support (CAS) aircraft, both with one major modification/retrofit; (2) appendices; (3) model output reports of the Life Cycle Cost Impact Modeling System (LCCIM); and (4) data used in the comparison. Both non-DAIS historical and DAIS theoretical reliability, maintainability, cost model batch output reports, and data bank equipment identification cross reference lists are in computer printout form. Cost element descriptions and data provided include detailed descriptions of each of the cost levels involved in life cycle cost (LCC), mathematical formulas and sources of data used in computing LCC, special considerations involved in the computation of LCC, and a summary of the LCC computation for each of the cost levels. Reliability and maintainability parameters, lists of cross references, and a list of acronyms are given. A 15-item bibliography is included. (CHC)

Quiring, Virginia, Comp And Others
Academic Library Instruction in Kansas. A Directory.
Kansas State Univ., Manhattan. Library.
Pub Date-80
Note-26p.
Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, *Educational Resources, Higher Education, Information Seeking, *Instructional Materials, *Library Instruction, Library Skills, *Teaching Methods
Identifiers-*Kansas

Results of a 1980 survey are tabulated to provide a view of the scope and diversity of materials and activities for library instruction at the 36 Kansas academic libraries which responded to the questionnaire. The questionnaire, included as an appendix, addressed staffing, including qualifications and evaluation; funding; methods used in library orientation and instruction as well as instructional goals and objectives; methods of publicizing and evaluating the instruction; print and nonprint materials used; and the respondents' interest in cooperative sharing of resources for library instruction. (RAA)

ED 206 352 JC 810 496

Ross, Robert A.

Master Planning for Short-, Mid- and Long-Range Goals: A Case Study of Piedmont Virginia Community College (PVCC), Charlottesville, Virginia.

Pub Date-14 Jul 81
Note-19p.; Paper presented at the Annual Conference of the Society of College and University Planners (Omaha, NE, July 14, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *College Administration, *College Planning, Community Colleges, *Long Range Planning, *Organizational Objectives, Teacher Participation, Two Year Colleges
Identifiers-*Piedmont Virginia Community College

The college planning processes at Piedmont Virginia Community College (PVCC) are described as they were initiated and have developed over the past two years. After acknowledging the biases of this case study, the paper explains how formal planning at the college grew from a need to coordinate staff projections for program and facility needs into a cohesive picture of the college's future. Next, the formalization of PVCC's short-range planning process is reviewed. This process, which is based on prescribed cycles of college activities, is considered in terms of its first use in appointing advisory committee members, its later uses in other college activities, and its benefits. Particular focus is given to the use of this planning subcycle process in maintaining the college's working calendar. Next, PVCC's long-range planning process is covered. After noting that the process works within the existing top-down governance structure, the paper explains the two approaches which are used, i.e., the planner takes a ten-year perspective to determine what is required for the college to become what it should become based on its mission and purposes and takes a one-year perspective to maximize the use of resources toward these goals and objectives. An example is given of how these two approaches may yield different results. Next, PVCC's master plan is discussed. Finally, PVCC's efforts in establishing a mid-range planning process are briefly reviewed. (AYC)

Family Life Education: Aims, Rights and Responsibilities of Teacher Organisation. WCOTP Pacific Regional Conference (3rd, Suva, Fiji, December 7-13, 1980).

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date-Dec 80
Note-75p.; Photographs throughout document may not reproduce clearly from EDRS in microfiche or paper copy.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Comparative Education, Educational Needs, Educational Practices, Elementary Secondary Education, *Family Life Education, Foreign Countries, Higher Education, Responsibility, *Teacher Associations
Identifiers-*Pacific Islands, *Pacific Region

This publication contains the proceedings of a Pacific Regional Conference held in Fiji by teachers to discuss family life education and the responsibility of teacher organizations. The purposes of the conference were twofold. First, the conference was intended to make teachers more aware of the need for family life education (FLE); to provide them with an opportunity to exchange ideas on its aims and scope; and to help them consider ways and means which can be adopted in their countries for promoting FLE at all grade levels. Part one of the publication contains excerpts of papers discussing the scope of FLE; linkage between family welfare and family planning; and family life education in Australia, the Cook Islands, New Zealand, Papua New Guinea, Tonga, and Tuvalu. The papers in part two of the publication reflect the second purpose of the conference which was to study the aims, rights, and obligations of teachers' organizations. If teachers are to be agents of educational change, they need to be organized. They also need to be organized if they are to secure for themselves the rights to which they as teachers and citizens of their respective countries are entitled. Part three of the publication contains resolutions passed. (Author/RM)

ED 206 536 SO 013 556

Noor, Abdun

Education and Basic Human Needs. World Bank Staff Working Paper No. 450.

World Bank, Washington, D. C.
Pub Date-Apr 81
Note-82p.
Available from-The World Bank, 1818 H. Street N.W., Washington, DC 20433 (free, limited copies).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, *Basic Skills, *Developing Nations, *Educationally Disadvantaged, *Educational Objectives, Educational Opportunities, *Educational Responsibility, Elementary Secondary Education, Global Approach, *Needs, Relevance (Education), World Problems

This paper conceptualizes basic education and examines its ability to deliver benefits, particularly to the poor in developing nations. Education for basic human needs is interpreted to include skills to communicate, skills to improve the quality of life, and skills for production. The premise is that the main obstacle to the expansion of basic education is the desire of the socio-economic elite to keep their privileges, which are generally reinforced by existing administrative and social structures. The document is presented in three major sections. Section I discusses the limits of organized education, possible responses of education to basic needs, and ways of conceptualizing educational policy so that it can meet the skill needs of people in nations experiencing various stages of economic development. Specific steps suggested for consideration by educational policy planners include building schools, training more teachers, initiating mass campaigns to encourage people to seek schooling, developing extension activities, supporting cultural activities, and developing paraprofessional cadres of instructors. Section II discusses how plans to expand educational facilities and services can be affordable, cost-effective, and acceptable to governments and other administrative bodies which allocate funds. One main point emphasized throughout this section is that basic education cannot take firm roots until all fundamental human services are extended to the population. Case studies are presented to show that, in some areas, investing in education in the absence of other services can be counterproductive. The final section suggests steps toward implementing a policy for universalizing basic education including reducing costs of delivering education and seeking funds from international agencies. (DB)

Newman, Isadore And Others

Repeated Measures: Suggested Approach for Simultaneous Independent and Dependent Measures.

Pub Date-Sep 80
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Canada, September 1-5, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Hypothesis Testing, *Mathematical Models, *Multiple Regression Analysis, Research Design, Statistical Analysis, *Statistical Significance
Identifiers-*General Linear MOdel, *Repeated Measures Design, T Test

When investigating differences between two sets of scores, the t test is appropriate. If the two sets of data are from two groups of subjects, then the independent t test is appropriate. If the two sets are from the same subjects, the dependent t test is required. In this paper, the authors describe the use of a third test when part of a data set meets independent t assumptions and part meets the dependent t assumptions. This test is based on the general linear model. Application to a real study is described. (Author/BW)

ED 206 725 TM 810 637

Hambleton, Ronald K. Eignor, Daniel R.

Competency Test Development, Validation, and Standard-Setting.

Massachusetts Univ., Amherst. School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-20 Oct 78
Note-52p.; Paper presented at the Minimum Competency Testing Conference of the American Education Research Association (Washington, DC, October 12-14, 1978).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Competence, Criterion Referenced Tests, *Cutting Scores, Elementary Secondary Education, *Minimum Competency Testing, *Models, *Test Construction, Test Format, Test Reliability, *Test Validity

In light of the widespread use of competency testing, the authors consider that it is important to determine ways of developing and using competency testing to insure that it achieves its full potential. The paper, in three parts, introduces a model for the development and validation of competency tests, reviews several methods for setting standards or competency levels, and makes suggestions for future research and development. Firstly, definitions of competency testing, criterion referenced tests, and standards are provided. The twelve step development and validation model introduced incorporates: competency selection; test specification; writing and editing test items; determining content validity; further editing; test assembly; standard setting; test administration; collection of reliability, validity, and norm data; preparation of users and technical manuals; periodic collection of additional information. The standard setting models considered are continuum models, of which the major assumption is that mastery is a continuously distributed ability. These models are further subdivided, for descriptive and comparative purposes, into judgmental, empirical, and combination models. The characteristics of the nineteen models thus categorized are then discussed. The development of guidelines for competency test development and further work on the moral and technical issues involved in standard setting are recommended. (AEF)

ED 206 790 UD 021 666

Okura, K. Patrick
Indochina Refugees: Families in Turmoil.
Pub Date-81
Note-10p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (New York, NY, March 28- April 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Cultural Awareness, Cultural Isolation, *Emotional Disturbances, Family Problems, *Group Counseling, *Indochinese, *Psychological Services, *Refugees

Many Indochinese refugees in the United States suffer from serious social adjustment problems. These adjustment problems appear to reflect the stress of adapting to American life rather than chronic dysfunction. Particular groups of Indochinese who appear to experience social adjustment problems that are more severe in terms of intensity, frequency or duration are considered high risk'' subgroups. These include: (1) unaccompanied Indochinese children in American foster homes; (2) homebound women and the elderly; (3) drifters, largely consisting of former servicemen; (4) the uneducated; and (5) ethnically isolated refugee groups. Mental health providers should make use of culturally acceptable counseling techniques that integrate traditional values and social practices when handling the Indochinese client. In addition, since most mental health problems reflect family tension and conflict, treatment involving the entire family is preferred. Group counseling activities although underutilized, have proven effective in many areas of social adjustment when conducted with culturally acceptable techniques. Group day treatment has also been beneficial for those suffering from reactive and chronic psychoses, chronic depression, isolation, fears and phobias, eating disorders, and anxiety reactions. (Author/APM)

ED 206 284 IR 009 547

Freeman, Andrew

Community Information Systems.

Pub Date-16 May 81

Note-21p.; Paper presented at the National Community Education Conference (1st, Southport, Queensland, Australia, May 16, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Information Services, Foreign Countries, Futures (of Society), *Information Needs, Information Networks, *Information Processing, Participant Satisfaction, *Sensory Deprivation, *Sociocultural Patterns, *Technological Advancement, Workshops

Identifiers-Australia

Information is provided on technological and social trends as background for a workshop designed to heighten the consciousness of workers in community information systems. Initially, the basic terminology is considered in its implications for an integrated perspective of community information systems, with particular attention given to the meaning of isolation within a community context. The dynamics of information processes and their relationships to societal groupings are also discussed. Secondly, new technologies such as Viewdata, BOM (Brainstorming on Microfiche), and computer conferencing are considered as they impact on community information systems, and questions posed by mainstream media and databases and their alternatives are discussed in respect to the national or international linkages they may provide. In the final section, a number of questions are asked dealing with the implications of community information systems for both individuals and societies as a whole. (Author/RAA)

ED 206 333 JC 810 244

Freitas, Joseph M. And Others

Districts' Request for Exemption to Fifty Percent Law for 1979-80 Fiscal Year.

California Community Colleges, Sacramento. Board of Governors.

Pub Date-1 May 81

Note-67p.; Report prepared for discussion as Agenda Item 3 at the Meeting of the Board of Governors of the California Community Colleges (Laguna Hills, CA, April 30, 1981 and Mission Viejo, CA, May 1, 1981).

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Colleges, *Compliance (Legal), Legal Responsibility, School Districts, *School District Spending, State Boards of Education, *State Legislation, *Teacher Salaries, Two Year Colleges

Identifiers-*California, *Fifty Percent Law (California)

This report summarizes California Education Code Section 84362, which obligates each community college district in the state to annually expend 50% of its current expense of education for the salaries of classroom instructors, and explains the regulations used by the Board of Governors of the California Community Colleges to implement this statute. After defining the concepts, current expense of education'' and salaries of classroom instructors,'' the report describes the three-year cycle under which the 50% Law is implemented and the sequence of events which occur during this period. The last three sections of the report examine bases for exemption, plans for compliance with the statute, and the process for determining the comparability of community college districts in terms of average daily attendance (ADA), current expense of education, ratio of state and local income to ADA, ratio of weekly student contact hours to faculty full-time equivalents, median salary paid, ratio of maintenance of operation of plant cost to ADA, ratio of part-time certificated instructional staff to full-time certificated instructional staff, ratio of part-time weekly faculty contact hours to full-time weekly faculty contact hours, ratio of part-time to full-time students, ratio of total student enrollment to ADA, and average class size. The report is appended by analyses of eight district applications for exemption from the requirements of the 50% Law. (AYC)

ED 206 493 SE 035 568

Ogden, Eugene C.

Field Guide to Northeastern Ferns. New York State Museum Bulletin Number 444.

New York State Education Dept., Albany.; New York State Museum, Albany.
Pub Date-81
Note-128p.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials (130)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Biological Sciences, *Botany, Classification, College Science, Higher Education, *Instructional Materials, Natural Sciences, *Resource Materials, Science Education, Secondary Education, Secondary School Science
Identifiers-*Ferns

This guide was developed for use by individuals with little or no botanical training who wish to identify native ferns of New York, New England, New Jersey, and Pennsylvania. A random access key, developed by the author, provides multiple pathways for identification of 60 species in 29 genera of ferns. (CS)

ED 206 556 SO 013 590

Levin, David

A Foreign Student's Guide to Study in the United States.

Office of International Education (ED), Washington, D.C.
Report No.-E-80-14018
Pub Date-81

Note-35p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Student Advisers, *Foreign Students, Higher Education, International Educational Exchange, Organizations (Groups), Student Adjustment, Student Exchange Programs

This booklet is intended as a guide to help foreign students who are studying in the United States. Opportunities for foreign students to study in the United States exist as never before, in every state, at all education levels, and in virtually every discipline and subject field. It is anticipated that the foreign student population in this country, currently numbering 286,000, will triple in the 1980s. The booklet begins with general information for the foreign student. Reference works providing information about U.S. colleges and universities and guides to financial planning and scholarship support are cited. The booklet then goes on to describe organizations and agencies which can provide students with general assistance and with assistance in particular fields of study. Also described are organizations administering foreign student exchange programs in the United States and foreign student services. The booklet concludes with a listing of U.S. embassies and other overseas posts, binational education foundations and commissions, and student counseling centers. (Author/RM)

ED 206 578 SP 018 602

Dubois, Paul E.

An Innovative Track in Bridgewater State College's Master of Science in Physical Education.

Pub Date-Jan 80
Note-26p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Higher Education, *Independent Study, Inservice Teacher Education, *Masters Degrees, Performance Contracts, *Physical Education, *Professional Development, *Relevance (Education), Theses, Workshops

A description is given of a masters degree program in physical education designed to meet the needs of the fulltime, professionally employed physical education teacher. The program is a totally integrated package'' which provides skills and competencies that can be directly and consistently applied to the inservice teacher's work setting. The program focuses on the development, implementation, and evaluation of a practical project and the writing of a thesis about that project. A student centered approach is used that: (1) directly and efficiently responds to the student's professional growth needs; (2) emphasizes the process of acquiring and applying knowledge; and (3) places the responsibility for learning on the student. Learning is achieved through a variety of techniques, including lectures, workshop activities, tutorial sessions with an instructor/advisor, and independent study. This program description includes an overview of the masters degree curriculum, workshop sequences, student competency assessment, thesis proposal, student performance contracts, student evaluation, and thesis requirements. (JD)

ED 206 704 TM 810 606

Abram, Marie J.

The Perceptions of 1980 Graduates.

Western Kentucky Univ., Bowling Green. Professional Development Center Network.

Pub Date-81

Note-50p.; Colored pages may not reproduce clearly.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Environment, Followup Studies, *Graduate Surveys, *High School Graduates, High Schools, Research Design, *Student Attitudes

Identifiers-*Kentucky

A random sample of recent high school graduates in central Kentucky were surveyed to determine their perceptions of: preferred teaching techniques, preferred classroom organizations, conditions in the high school, preparation in skill areas, preparation in basic skill areas, preparation for adult roles, and high school departments/areas. This final report of the survey is divided into four parts. The first part is the Study Guide. It provides an overview of the report and outlines a procedure for requesting further analysis of report data. Material contained in the second part, the Body of the Report, familiarizes the reader with the purpose, design and findings of the study, and the development of the instrument. Part three contains three appendices: the instrument, a sample cover letter, and a news release are included in the first appendix; a form to request further analyses of the data constitutes the second appendix; and a form to evaluate the study and the report are contained in the third appendix. Part four, Open Ended Data, is set aside for school districts to add their summary of the graduates' comments to the report. (Author/GK)

ED 206 747 UD 021 533

The Native Language Reading Approach Training Program. ESEA Title VII. Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.-5001-42-07655
Pub Date- 80
Grant-G007904168
Note-42p.; Some pages may be marginally legible due to reproduction quality of original document. For related documents, see UD 021 534-535, ED 138 683, ED 139 851, and ED 142 657-658.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Chinese Americans, Curriculum Development, Elementary Education, English (Second Language), Greek Americans, Haitians, *Hispanic Americans, Italian Americans, Native Language Instruction, Parent Participation, Program Descriptions, *Program Effectiveness, *Second Language Instruction, Staff Development, Student Characteristics
Identifiers-Elementary Secondary Education Act Title VII, Limited English Speaking, *New York City Public Schools

This is an evaluation of a Title VII bilingual education project, the Native Language Reading Approach, conducted in the New York City Schools in 1979-80. The program was designed to serve as an exemplary reading and native language arts project in elementary schools for a largely Hispanic student population, but also served speakers of Italian, Greek, Creole/French, and Chinese. Contained in the report is information regarding: (1) program and school sites; (2) site selection; (3) student eligibility criteria; (4) characteristics of the target population; (5) program staffing; (6) program implementation; (7) instructional approach; (8) materials development and dissemination; (9) staff development; and (10) parental involvement. The evaluation concludes with a discussion of the benefits and drawbacks of the project, and some recommendations to improve implementation. (APM)

ED 206 371 PS 012 250

Kotsonis, Miriam E. Patterson, Charlotte J.

Teaching a Game to a Friend: Normal and Learning Disabled Children's Knowledge About Communication.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 81
Contract-300-77-0495
Grant-NSF-BNS77-15277
Note-21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981). Research also supported in part by a Danforth Fellowship.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Communication Research, Comparative Analysis, Elementary Education, *Elementary School Students, *Learning Disabilities, Males, *Social Cognition
Identifiers-*Metacommunication

A study of metacommunicative knowledge was conducted among 10-year-old and 7- to 8-year-old normal and learning disabled (LD) children to ascertain differences in the extent of their knowledge of (1) signs of communication stress and failure and (2) techniques that facilitate effective communication. The specific communication variables investigated were cue sensitivity and strategy use. Subjects were 45 boys (24 LD and 21 normal children from public elementary schools) who were interviewed individually by an adult female who asked each subject a series of open-ended questions about how he would teach a friend to play a game that his friend did not know how to play. Audiotape records of each interview were transcribed verbatim for coding, and responses were scored on a scale of 0 to 3 by two independent coders. Results showed that for both cue sensitivity and strategy use, knowledge increased with age. LD children did not differ from normals on Knowledge about cue sensitivity, but they displayed less knowledge than normals on knowledge about strategies for effective communication. Results suggest

ED 206 390 PS 012 358

Davidson, Iain And Others

Learning Abilities: Identification and Intervention Practices.

Ontario Dept. of Education, Toronto.

Pub Date-81

Note-133p.

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1N8 ($5.00).

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Board of Education Policy, *Educational Practices, Elementary Education, Evaluation Methods, Foreign Countries, *Identification, *Intervention, Learning Disabilities, Parent Role, Program Implementation, Questionnaires, *School Readiness, Screening Tests, Surveys, Teacher Role

Identifiers-*Ontario

This paper presents survey results of the attitudes and practices of elementary school board members in Ontario, Canada in relation to early identification of children's learning abilities and related intervention. A short questionnaire, intended to provide a global picture of early identification work being carried out was sent to all elementary school boards in Ontario. In order to provide a more developed analysis, a second, more detailed, questionnaire was sent to a sample of 27 boards; representatives from this group were then given an extensive interview. School boards were requested to provide information about: (1) rationales for programs, including goals and reasons for inception; (2) the existing programs and procedures used in both identification and intervention work; and (3) the maintenance of programs, including such topics as money, time, and type of personnel involved in the programs, program evaluation, and in-service training. In general, it was found that a wide variety of practices, perceptions, and attitudes exist among school boards regarding early identification and intervention. Lack of clarity and lack of consistency with regard to purpose, goals, procedures, and techniques were frequently apparent within and between school boards. Recommendations emphasize the need of the Ministry of Education to take a strong leadership role in advocating the concepts and practices of identification and intervention programs. (Author/MP)

ED 206 428 RC 012 820

Wallace, George And Others

Training for International Development: A Summary of Faculty and Foreign Student Interviews.

Colorado State Univ., Ft. Collins.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Sep 80

Note-49p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Education, *College Faculty, *Cross Cultural Training, Cultural Awareness, Developing Nations, Economic Development, Economic Factors, Engineering Education, *Faculty Development, Farmers, Foreign Culture, Foreign Students, *Inservice Teacher Education, International Educational Exchange, *International Programs, Questionnaires, Rural Areas, Second Language Instruction, Teacher Characteristics, *Technical Assistance

Identifiers-*Colorado State University

To determine a basic design for training Colorado State University (CSU) faculty for assignment to international development programs, a written questionnaire and oral interview were administered to faculty with experience in international programs in Africa, the Middle East, and Latin America. A subset of 10 selected from each geographical region, representing long-term and short-term assignments in a cross-section of disciplines (Animal Science, Agronomy, Engineering, Economics, etc.), answered the questionnaire and were interviewed. Foreign graduate students who had contact with American development projects in their home countries were also interviewed. Information was analyzed and synthesized into 11 categories: positive and negative characteristics of Americans overseas; understanding the socio-political scenario, including history of previous development programs; geography, climate, and topography; cultural understanding; a knowledge base about small producers, to facilitate transfer of technology; flexibility and adaptability to new surroundings; immersion experiences; team building, commitment, and counterpart relationships; family participation in training and in life overseas; language training; and training activities and materials. The categories suggested different components of any training design. The stories, quotes, and advice received pointed to content that CSU faculty felt should be included in training. The questionnaire, interview sheet, and a tally of the written questionnaire are appended. (CM)

ED 206 445   SE 034 834

Blosser, Patricia E.

A Critical Review of the Role of the Laboratory in Science Teaching.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 80
Contract-400-78-0004
Note-166p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-College Science, *Educational Philosophy, Elementary School Science, Elementary Secondary Education, Higher Education, *Literature Reviews, Science Education, *Science Education History, Science Equipment, *Science Instruction, *Science Laboratories, Scientific Literacy, Scientific Methodology, Secondary School Science
Identifiers-*Science Education Research

This critical review synthesizes information related to the use of the laboratory in science programs. Several approaches to the use and/or role of the laboratory in science teaching are presented, including historical and research perspectives, opinion statements, a review of current research, and suggestions for future research. Concluding remarks, speculations, and recommendations also are made by the author about research related to the role of the science laboratory. (CS)

Landers, Barb

Implementing Title IX in Physical Education and Athletics. Application Booklet for Physical Activity Specialists.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-Sep 78

Contract-300-76-0456

Note-143p.

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Athletic Coaches, *Athletics, *Compliance (Legal), Educational Change, Educational Legislation, *Equal Education, Legal Responsibility, *Physical Education, *Sex Fairness

Identifiers-*Title IX Education Amendments 1972

The ramifications of Title IX compliance are explored in the context of existing programs and procedures. The handbook is written from the standpoint that, once physical education personnel and governance officials are aware of Title IX, they will wish to take the suggested action steps so that program improvement will result. The first section gives background material on the effects of the law and on beliefs and attitudes about equal opportunity in physical education. The status of current programs and new program developments are summarized. The second section presents excerpts of Title IX that are related to physical education and athletics and lists possible effects on programs and personnel with suggested actions for compliance. In the third section, case examples of situations in physical education programs and athletic programs provide opportunities to develop skills in recognizing discriminatory or biased behavior. These skills are put to use in a step-by-step model for change in elementary secondary physical education and athletics programs. A comparison is made between steps taken to comply with the spirit versus the letter of the law. Appendices provide references, resources, sample surveys, and implementation evaluation instruments. (FG)

ED 206 644 TM 810 533

Diekhoff, George M.

Relationship Judgments and Multidimensional Scaling in the Measurement of Structural Understanding.

Pub Date-Apr 81

Note-26p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classification, Cognitive Ability, *Concept Formation, Correlation, Essay Tests, Higher Education, Measurement Techniques, *Multidimensional Scaling, Multiple Regression Analysis, *Predictive Validity, Predictor Variables, *Testing, Test Reliability

The aim of this study is to suggest an alternative to the essay testing method of assessing structural understanding of concepts, which suffers from time constraints and lack of scoring reliability. In this method, students' relationship judgments between concept pairs are examined directly rather than by means of multidimensional scaling analysis (a common alternative to essay testing). The similarity between student and instructor judgments, and the reliability of students' judgments as predictors of structural understanding as measured by essay examinations, are investigated. Data were collected over three separate examinations in each of two experiments. In the first experiment, numerical judgments of the strength of relationships between concepts were obtained from students in three units of undergraduate general psychology. The second experiment demonstrated that restricting relationship judgments to high reliability concept pairs increases the accuracy of essay score predicitions from predictor measures derived from reliability judgments. Reliability and correlation measures are obtained by means of multiple regression analysis. Results indicated that students' relationship judgments do not need to be analyzed through multidimensional scaling in order for them to be useful in evaluating structural understanding, and that this sample correlational approach is a valid and objective alternative to essay testing. (AEF)

Meredith, Vana H.

Instructional Issues in the Development of a Basic Skills Assessment Program.

Pub Date-Apr 81
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Instructional Improvement, Mathematics, Minimum Competency Testing, *Program Development, *Program Implementation, Reading Skills, School Readiness Tests, Test Selection, Writing Skills
Identifiers-Cognitive Skills Assessment Battery, Instructional Objectives Exchange, South Carolina, *South Carolina Basic Skills Assessment Program

The aim of the South Carolina Basic Skills Assessment Program was to meet legislative requirements, to improve instruction and to integrate instructional sensitivity into the state's educational programs for grades K-12 in the basic skill areas of reading, writing and mathematics. In their task of identifying, compiling and revising educational objectives for all grade levels, the program staff sought maximal use of locally developed objectives. Eventually, sixteen broadscoped objectives and measurement strategies were agreed upon, six for reading, and five each for writing and mathematics. It was also necessary to determine objectives for statewide kindergarten programs and to select an appropriate readiness test for the measurement of childrens' readiness to commence the formal school curriculum. The Cognitive Skills Assessment Battery was chosen as being most representative of the objectives. Score reports, and publications intended for both parent and teacher use were developed. In response to legislation requiring the setting of minimum standards for tests and the implementation of programs to raise student performance to statewide standards, programs were field tested; and criterion referenced tests to diagnose and identify student deficiencies and strengths were developed, field tested and revised. (AEF)

ED 206 684 TM 810 581

DiCostanzo, James L. And Others

Review of Selected Standardized Instruments for Use in Citizenship Assessment. Revised.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 81
Note-121p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Citizenship Education, Community Attitudes, Educational Assessment, Elementary Secondary Education, *School Community Relationship, *Standardized Tests, *Test Reviews, Test Selection
Identifiers-*Community Involvement for Responsible Citizenship, Elementary Secondary Education Act Title IV

Community Involvement for Responsible Citizenship (CIRC) is a five-year Elementary Secondary Education Act Title IV-C project administered by the Allegheny Intermediate Unit. Seven school districts formed a community citizenship committee to define citizenship and delineate expectations of citizens living in those communities. To identify strengths and weaknesses of students in each district, a needs assessment was conducted. A three-step process was outlined to construct the instruments comprising the needs assessment in each district. The work reported here constituted the first step: a review of currently available standardized measures in terms of technical construction and relevance of their content to the seven core elements of citizenship. Of the 29 instruments that possibly could be used to measure citizenship eight were recommended without reservations. The effort to locate appropriate standardized instruments met with moderate success. It is recommended that test makers, by addressing citizenship education from the community perspective, construct instruments to measure such elements as those outlined. (Author/GK)

ED 206 769 UD 021 625

Brown, Carlton E. Allen, Dwight W.

Disciplinary Alternatives for an Urban School District.

Pub Date-Apr 81

Note-36p.; Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Students, Class Organization, Classroom Environment, *Classroom Techniques, *Discipline Policy, *Discipline Problems, *Parent Participation, Program Effectiveness, Racial Relations, Secondary Education, Self Concept, Student Leadership, Student Motivation, *Team Teaching

Identifiers-Emergency School Aid Act 1972, *Virginia (Norfolk)

This paper describes a project that was conducted in six Norfolk, Virginia, public secondary schools to explore the problems associated with the disproportionate involvement of black student in disciplinary actions. The paper also relates the project's efforts to implement changes in the school system that the research activities indicated might be successful in reducing the number of black students involved in disciplinary actions. Background information on the school system is presented, and research activities that covered classroom organization, instructional techniques, school environment, the disciplinary atmosphere, and discipline programs and procedures are described. Findings and conclusions are outlined. Various programs designed in response to the initial research are discussed along with preliminary research and evaluation data concerning their effectiveness. These programs include: (1) a Student Intervention Continuum'' which focused on student motivation and self concept; (2) high schools; (3) a program of student leadership workshops and racism seminars; and (4) a process for developing parental involvement programs. (Author/APM)

ED 206 309 IR 009 621

Smith, Stephen H.

BCLN Hardware and Computing Facilities Evaluation Study. Final Report.

British Columbia Union Catalogue, Richmond.

Report No.-ISBN-0-919093-06-X
Pub Date-Apr 81
Note-139p.; For related documents, see ED 200 203-207.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Comparative Analysis, *Computers, Cost Effectiveness, *Costs, Databases, Foreign Countries, *Library Automation, *Library Networks, Library Technical Processes, Merchandise Information, Online Systems, Tables (Data), Union Catalogs
Identifiers-*British Columbia, DOBIS System

This study to determine the hardware and computing facility costs of establishing and operating a British Columbia Library Network (BCLN) for current members of the B. C. Union Catalogue used empirical data regarding their performance of the DOBIS system and estimates of workload, and compared those data with the costs of obtaining current computer-utility services from the University of Toronto's UTLAS system. Hardware and computing facilities requirements, including teleprocessing network evaluation criteria and software support evaluation criteria, are explored. Request for proposal (RFP) information is provided. (FM)

ED 206 410 PS 012 382

Homel, R. Burns, A.

Parental Social Networks and Child Development.

Pub Date-Aug 81
Grant-A77/15796
Note-50p.; Best copy available. Paper presented at the Conference of the International Society for the Study of Behavior Development (Toronto, Canada, August 17-21, 1981). Sponsored by the Australian Research Grants Commission.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Family Life, Foreign Countries, *Friendship, *Human Relations, Interviews, Maturity (Individuals), *Parents, Peer Relationship, Predictor Variables, Psychological Patterns, Role Models, Self Concept, *Social Attitudes, Social Development, Social Differences, Socialization, *Social Life, Student Adjustment
Identifiers-Australia (Sydney), *Social Networks

This paper looks at the relationship between parents' social networks and aspects of child development. It has often been suggested that parents' links with kin, neighbors, friends, and local and non-local organizations are likely to have many effects on their children's development. These effects, however, have never been systematically investigated or demonstrated. In the present study, independent interviews were held with 9- to 11-year-old children and their parents living in high, medium, and low social risk areas of Sydney, Australia. The presence and number of parents' regularly seen dependable friends (that you can call on in a crisis'') emerged as a pervasive influence on child outcomes. The children's own social networks; their choice of role models; degree of socialization; happiness with their families; and level of negative emotions were significantly related to this aspect of their parents' lives. On measures of adjustment to school, it was the nature of parents' local friendships that emerged as the main predictor, but dependable friends also had an influence, these two friendship variables being related in a complex way. A separate pattern of relationships was found in respect of availability of child care supports, with parental ties to various formal organizations as the salient predictor. The findings suggest leads in many directions, some of which are briefly discussed. (Author/MP)

ED 206 469 SE 035 510

King, James G. King, Mary Lou

Birds: A Study Guide for the Fourth Grade. Alaska Sea Week Curriculum Series. Draft.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-Jun 80

Grant-NOAA-NA79AA-D-00138

Note-152p.; For related documents, see SE 035 506-512. Contains occasional light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Animals, *Ecology, Elementary Education, *Elementary School Science, *Environmental Education, Grade 4, *Marine Biology, Outdoor Education, *Science Education, *Vocabulary Skills, Water Resources

Identifiers-*Birds, Estuaries

Southeast Alaska's birds and wetlands are the subject of this elementary school teacher's guide and student workbook. Included are classroom activities and field investigations which address: (1) bird identification, habitats, adaptation, and conservation; and (2) the inhabitants, ecology and value of estuaries. Workbook activities involve the development of vocabulary and reading skills using birds and wetlands as subject matter. A list of resource materials and a guide for organizing field trips are included. (WB)

ED 206 622 SP 018 881

Buike, Sandra

The Shaping of Classroom Practices: Teacher Decisions.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-IRT-RS-97
Pub Date-May 81
Contract-400-76-0073
Note-18p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Organization, *Classroom Techniques, *Decision Making, Elementary Education, Evaluative Thinking, Grouping (Instructional Purposes), Instructional Materials, Reading Instruction, *Teacher Effectiveness, Teacher Role, *Teaching Methods, Tests

On the premise that teacher decision making significantly influences instructional effectiveness, this study gives some insight into the decision-making process that shaped the course of reading instruction in four elementary teachers' classrooms. During one school year, the fieldwork method of research was used to discover the decisions teachers made and to describe how these decisions were reflected in their classroom practice. The four teachers made decisions on testing, grouping, materials, and management within the first month of school. After observing and reflecting on the decision-making process and through discussion with the teachers, it was concluded that the underlying purpose of decision making was not to instruct students but to manage them effectively. (Author/JD)

ED 206 245 HE 014 327

Rineberg, Joan

An Analysis of the Need for Medical Record Administration Programs in New Jersey. Manpower Planning Series. Office of Research and Manpower, Volume 1, Report Number 3.

New Jersey State Dept. of Higher Education, Trenton.
Report No.-ORM-1-3
Pub Date-Feb 81
Note-23p.; Not available in paper copy due to marginal legibility of original document.
Available from-New Jersey Department of Higher Education, Trenton, NJ.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bachelors Degrees, Educational Background, *Employment Projections, Evening Programs, Futures (of Society), Higher Education, Hospitals, *Medical Record Administrators, *Occupational Surveys,

*Professional Continuing Education, State Surveys
Identifiers-*New Jersey, Weekend Programs

The need for medical record administrators in New Jersey, and specifically in hospitals, was studied using a methodology that projects requirements and accounts for the utilization of Registered Record Administrators (RRAs) in alternative health care settings by 1990. Furthermore, employment opportunities in such nontraditional settings as insurance and pharmaceutical companies were explored. Surveys of hospitals were conducted to determine staffing patterns and personnel needs of the medical records departments. Positions were rated both in terms of the job title and professional certification of each individual employed. A survey, distributed to 100 New Jersey Medical Record Association (NJMRA) members at their January 1981 state meeting, collected data on present employment position and setting, educational training, and interest in further education. Response rates ranged from 62 percent for a mail survey to 94 percent for the survey of NJMRA members. The survey results were supplemented by a series of telephone conversations with state and national experts in the field. A shortage of 250 RRAs by 1990 was estimated. The continuing inability of hospitals, the principal employers of such personnel, to attract and retain RRA is presumably due to the increasing complexity of medical record management and to the lack of baccalaureate programs in New Jersey. It is recommended that two baccalaureate programs in medical record administration be established in the state, one in the north and one in the central or southern region. Evening and weekend courses are also recommended for continuing professional education. Survey forms are appended. (SW)

ED 206 262 IR 009 379

Higgins, Norman Hegstad, Lorrie

Teaching Teachers Skills Needed to Implement Objectives-Based Instruction.

Pub Date-Apr 81

Note-13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Philadelphia, PA, April 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Education, Elementary Secondary Education, *Formative Evaluation, Higher Education, Inservice Teacher Education, *Instructional Materials, Material Development, *Teacher Education, Teaching Methods

Identifiers-Arizona State University

Instructional materials designed to teach teachers some fundamental skills needed to implement objectives-based instruction are described, as well as the procedures and results of the initial tryout of the materials at Arizona State University with more than 400 preservice and inservice teachers. Participants used self-instructional booklets, supplemental practice exercises, and teaching skills tests for units on writing objectives, designing instruction, and assessing learning for competency-based programs. A course evaluation questionnaire was used to assess the teachers' attitudes towards these materials, and 78 to 89 percent of the respondents agreed that the course content was relevant, well taught, and that they had profited from the experience. (MER)

ED 206 285 IR 009 548

Gonzalez, Rebecca A.

Procedures and Forms Manual of the Chicago Online Users' Group.

Chicago Online Users Group, Ill.
Pub Date-80
Note-90p.
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Organization, *Coordinators, Guides, Librarians, *Methods, Online Systems, Professional Associations, Records (Forms), *Responsibility
Identifiers-*Online User Groups

The responsibilities of Chicago Online Users' Group (COLUG) officers, coordinators, liaisons, and committee chairpersons are described in this manual. All descriptions identify the type of position (elected or appointed), its length of term, its general responsibilities, and its duties. The manual was devised to (1) inform COLUG members of their duties, (2) apprise the planning committee of each position in order to monitor activities entrusted in the elected and appointed positions, and (3) serve as a resource for fledgling online user groups in their attempts to solidify their organizational structures. Appendices provide sample form letters and evaluation sheets, as well as a COLUG organization chart, a membership profile, a brochure, the COLUG constitution and by-laws, a sample agenda, and a sample annual survey. (FM)

ED 206 353 JC 810 497

Collins, Lauren F. Obregon Pagan, Margarita

La Participacion de Padres en la Educacion de los Hijos: Un Manual. (Parent Involvement in Education: A Planning Manual).

Mesa Community Coll., Ariz.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-Aug 80

Note-95p.

Language-Spanish; English

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Bilingual Education, Bilingual Students, Parent Child Relationship, Parent Education, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Parent Workshops, Two Year Colleges

Identifiers-*Bilingual Programs

This manual, which presents text in Spanish and English, is the result of a series of parent workshops conducted in 1979-80 at Mesa Community College to provide parents with information and skills that would enable them to take a more active role in education at several levels: at home with their own children, in the classroom, and at school and district levels. After introductory material focusing on the workshop and introducing parents and teachers to the concept of parent involvement, the manual's seven chapters provide text and activity sheets. Chapter I focuses on teaching at home. Its activity sheets provide suggestions for exploring the senses with children and for introducing them to shapes, colors, pairs, order, opposites, time, and numbers. It also discusses how to support children's educational programs at home. Chapter II examines the barriers to parent involvement in their children's schools. Chapter III focuses on visiting the classroom as an observer. It provides activity sheets which offer ideas for encouraging parental visits and creating a district plan for parental visits, and items to consider when observing a bilingual classroom. Chapter IV looks at ways of getting parents involved at school. Chapter V focuses on planning parent meetings and workshops, while Chapter VI examines regulations for Parent Advisory Councils. Finally Chapter VII offers definitions of bilingual education terminology and a fact sheet on transition and maintenance models for bilingual education. (AYC)

ED 206 494 SE 035 576

Chang, Ping-Tung Bompart, Bill

Math for the 1980's: A Response to the PRIME-80. A Conference/Workshop at Augusta College.

Pub Date-81
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conferences, Curriculum Design, Curriculum Development, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Education, *Program Descriptions, *Program Design, Teacher Education

A conference/workshop held in late 1979 which was aimed at improving the teaching of mathematics is reviewed. The conference was a response to the PRIME-80 conference of the Mathematical Association of America (MAA), which had produced recommendations that something should be done to reverse the decline of educational skills among entering college freshmen. The conference was viewed as a success by both the participants and the organizers. It was stated that many colleges can offer a conference of this sort in their own community that could focus on the particular needs and issues in mathematics education for the region. Such a conference can provide benefits that can far outweigh the small monetary outlay. (MP)

ED 206 519 SO 013 460

Delattre, Edwin J.
Ethics and Critical Thinking Throughout the Curriculum.
Pub Date-27 Feb 81
Note-15p.; Paper presented at the Annual Meeting of the National Assocation of Independent Schools (Boston, MA, February 27, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Thinking, *Curriculum, *Educational Needs, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Ethics, Humanistic Education, *Moral Development, Values, Values Education

This paper stresses the importance of inculcating students with intellectual and moral values so that they will become men and women whose heads are not empty and whose chests are not hollow.'' Central characteristics of students who have internalized the values of ethics and critical thinking are that they take living seriously, bring thoughtfully reasoned conviction to the conduct of personal and professional affairs, seek to serve ideals beyond their own personal gratification, and strive constantly to improve themselves. Educators can incorporate ethics and critical thinking into the curriculum in a variety of ways, including focusing attention on the purposes and method of argument (i.e., stressing that argument is a method of discourse in which claims are supported by evidence); showing students how to do deductive demonstration and confirmation and falsification of hypotheses; introducing students to logic; involving students in writing assignments stressing reason; cautioning students against simplistic dogmatism (the assertion that nothing needs to be thought about because everything is already known); pointing out the pitfalls of absolute relativism (the belief that nothing is genuinely right or wrong); and exposing students to lessons in which ethics and critical thinking as well as their opposites are in practice. Among the numerous literary works suggested as good examples of positive or negative thought and/or action are Faithful Ruslan,'' by Georgii Vladimov; A Man for All Seasons,'' by Thomas Moore; and The Apology,'' by Socrates. (DB)

ED 206 557 SO 013 591

Baranowski, Marc Schilmoeller, Gary

School-Based Programs for Facilitating Positive Attitudes Toward the Elderly.

Pub Date-Apr 81

Note-14p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, Class Activities, Educational Needs, Elementary Secondary Education, Evaluation, *Older Adults, Program Descriptions, Role Playing, School Community Programs, Simulation, *Teaching Methods, Volunteers

Identifiers-*Aging Education

This paper describes techniques for bringing the elderly and topics related to aging to children into school settings. Through the participation of older adults in the schools and the inclusion of materials on aging in school curricula, students can develop positive and accurate views of aging and the aged. The first technique discussed is curriculum activities, specifically classroom discussions, role playing, and simulations. A second approach aimed at changing the image of aging involves utilizing the talents of retired persons as volunteers or paid employees in the schools. Older adults can have part-time positions as teacher aides, tutors, visiting teachers, library aides, and playground supervisors. A third approach involves giving students course credit or wages for participation with older adults in home, nursing home, work, or community settings. The author points out that there is a need to evaluate these techniques and programs. Often it is taken for granted that whenever such materials or opportunities are presented, they automatically result in an improved image of the elderly in the minds of young people. However, some research shows that this is not warranted. (Author/RM)

ED 206 579 SP 018 606

Krueger, Rick

Rural Inservice Education: Staples Teacher Center Style.

Pub Date-Jun 81
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Teacher Education, *Instructional Improvement, Instructional Materials, *Program Effectiveness, Regional Programs, Rural Education, *Rural Schools, *School Districts, *Teacher Centers
Identifiers-*Staples Teacher Center MN

In its two-year existence, the federally funded Staples Teacher Center (STC) in Minnesota has had a significant impact on improving classroom instruction and staff development activities in a rural setting, proving that teacher centers are a most effective delivery system for inservice education in sparsely populated areas. Services are rendered on an individual basis, with clients ranging from teachers and aides to administrators and to community members with educational concerns. Examples of STC involvement illustrate the variety of programs and sevices provided: (1) working with a high school art teacher to prepare a unit on lost-wax cast jewelry-making, and facilitating a Fine Arts day at an elementary school with 18 high school students; (2) assisting a high school social studies department in obtaining speakers and materials on local political activities; (3) providing an advisory program for experientially oriented classroom projects; and (4) performing research for a variety of classroom and administrative needs, from launching a hot air balloon to reporting on Japanese management styles. (FG)

ED 206 705 TM 810 607

The Physical Performance Test for California (Revised).

California State Dept. of Education, Sacramento.
Pub Date-81
Note-80p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Performance Tests, *Physical Education, *Physical Fitness, Public Schools, Scores, State Norms, *Testing Programs, Test Results
Identifiers-*California State Board of Education, *Physical Performance Test

A revision of the document of the same title published in 1971, this publication contains the description of each physical education test event designated by the California State Board of Education annually. Also included are directions for administering, conditioning, reporting, and using the results of the test events. The new norm tables represent the renorming project of 1979-80. The publication is geared towards assisting governing boards of school districts in establishing policies for conducting physical performance tests in their districts; to administrators in implementing the policies established; to supervisory personnel in evaluating the testing procedure; and to teachers in administering the California Physical Performance Test. Educators are urged to use this test to accomplish the following: (1) identify physically underdeveloped youth; (2) appraise pupil progress; (3) adapt instruction to individual needs; (4) adapt the physical education program to students' needs; and (5) use valid tests to determine students' physical abilities. (Author/GK)

ED 206 726 TM 810 638

Anderson, Scarvia B.
Testing and Coaching.
Pub Date-15 Feb 81
Note-18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlanta, GA, February 13-16, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Aptitude Tests, Criterion Referenced Tests, Essay Tests, *Knowledge Level, Norm Referenced Tests, Objective Tests, Standardized Tests, Teacher Made Tests, Test Anxiety, *Test Coaching, *Testing, *Testing Problems, *Test Wiseness

This paper summarizes some of the issues involved in educational testing. First, it describes four of the fundamental characteristics of tests: whether they are measures of aptitude or achievement, whether they require students to produce or just recognize the best answer, whether they are interpreted in relationship to the scores of other students or in terms of some judgmental standard, and whether they are constructed by teachers in the schools or by some outside agency. Next, it reviews factors contributing to students' test performance, starting with their competence in the areas that the test measures. Other factors include the ability to follow directions and pace oneself, neatness and carefulness, and physical and emotional conditions. Finally, the current controversy about coaching for tests is examined, and the complexity of the issue is stressed. (Author/BW)

ED 206 791 UD 021 667

White, William T., Jr., Comp. And Others

Civil Rights Directory: 1981 Clearinghouse Publication 15. Revised.

Commission on Civil Rights, Washington, D.C.

Pub Date-Jan 81

Note-571p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Agencies, Agency Role, *Civil Rights, *Federal Government, Local Government, *Private Agencies, *Public Agencies, *State Government, *Voluntary Agencies

This is the Civil Rights Directory for 1981 published by the United States Commission on Civil Rights. It lists relevant federal, state and local agencies, private and women's organizations, research institutions, and other miscellaneous organizations related to Civil Rights. The directory provides a description of each listed organization and the services it offers. The addresses and the areas served by these agencies are also included. (APM)

Rosen, Lynn M. Owen, G. W. Brian

BCUC Data Base Loading and BCLN User and Data Base Requirements Study. BCUC Replication Study, Design Phase I. Main Report.

British Columbia Union Catalogue, Richmond.
Report No.-ISBN-0-919093-05-1
Pub Date-Apr 81
Note-196p.; For related documents, see ED 200 203-207.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Costs, *Databases, *Design, Foreign Countries, Information Networks, *Library Networks, Library Technical Processes, Needs Assessment, Questionnaires, *Specifications, Union Catalogs
Identifiers-*British Columbia, DOBIS System

This design phase study concerning the proposed replication of the DOBIS system for the British Columbia Library Network (BCLN) was conducted to determine the preferred strategy for the transfer and loading of the British Columbia Union Catalogue (BCUC) database currently resident at the University of Toronto's UTLAS system. User and database requirements are investigated in order to recommend a suitable database design for the BCLN DOBIS system. Other implementation tasks such as pilot usage projects are examined. Cost estimates and an implementation schedule for all tasks are included. A bibliography lists previous BCUC reports and documents, National Library DOBIS documents, journal articles, and miscellaneous publications. A 15-page supplementary report focusing on implementation from the perspective of an individual BCUC library is provided. (Author/FM)

ED 206 334 JC 810 415

Zendell, Marlene

The Displaced Homemaker Pilot Project Evaluation Study. Report Number 81-15.

Washington State Council for Postsecondary Education, Olympia.
Pub Date-Jun 81
Note-98p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Adult Programs, *Community Centers, Community Colleges, *Community Services, *Counseling Services, *Displaced Homemakers, Educational Benefits, Employment, Females, *Job Training, Participant Characteristics, Participant Satisfaction, Pilot Projects, Program Evaluation, Surveys, Two Year Colleges, *Womens Education

This three-part report describes and evaluates Washington's Displaced Homemaker Pilot Project, a two-year program which established multipurpose service centers to provide training, counseling, and support for displaced homemakers. After the Executive Summary, Part I presents background on project funding and the problems and characteristics of displaced homemakers, illustrated by four brief case histories. In addition, Part I describes the initiation of the project in 1979, its overall design, the awarding of contracts for displaced homemaker centers to three community colleges and three community service organizations, general project goals, and the specific objectives and classroom and individualized approaches used by the six centers. Finally, Part I covers the evaluation methodology which included intake, exit, and follow-up surveys of 571 participants. Part II presents survey findings, focusing on participants' demographic characteristics, employment history, barriers to employment, use of services, behavioral changes, employment and training status of all participants and of welfare recipients, and satisfaction. Additionally, short-term services and costs and benefits are covered. After Part III presents conclusions and recommendations, appendices outline advisory committee membership, provide survey data, and outline the activities of the displaced homemaker centers. (AYC)

ED 206 446 SE 035 288

Schneider, David I.

An Annotated Bibliography of Films and Videotapes for College Mathematics.

Mathematical Association of America, Washington, D.C.
Report No.-ISBN-0-88385-434-1
Pub Date-80
Note-107p.
Available from-Mathematical Association of America, 1529 Eighteenth St., N.W., Washington, DC 20036 ($9.00).
Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Audiovisual Aids, *College Mathematics, Filmographies, Films, Higher Education, *Instructional Films, Instructional Materials, *Mathematics Education, Mathematics Instruction, *Resource Materials, Single Concept Films, Television, Undergraduate Study, *Videotape Recordings

This document is intended to facilitate the use of mathematics films and videotapes. All materials listed are readily available from film and videotape companies or from film rental libraries. All descriptions provided are excerpts from distributor's brochures. The materials are generally suitable for college students, and are categorized into the following six parts: (1) Films (listed by distributor); (2) TV Courses; (3) Related Areas; (4) University Film Rental Libraries with holdings of at least some of the 16 mm films listed in Part One; (5) Subject Index; and (6) Title Index. (MP)

ED 206 537 SO 013 557

Blai, Boris, Jr.
Year 2000 A Global Report.
Pub Date-81
Note-27p.; Not available from EDRS in paper copy due to fading ink throughout original document. Some pages may not reproduce clearly from EDRS in microfiche. For a related document, see SO 013 331.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agriculture, Depleted Resources, *Ecology, *Economic Development, Economic Factors, Energy Conservation, Food, Forestry, Futures (of Society), *Global Approach, Hunger, Pollution, Population Growth, Poverty, *World Problems

By 2000 A.D. there is a great potential for progressive impoverishment of world resources and degradation of the global environment. This adaptation of the report Global Future: Time to Act'', summarizes a reconnaisance of the future as it might be if no preventative measures are taken. As the world becomes more crowded, polluted, vulnerable to military and economic disruption, and less ecologically stable, the world's renewable resources are threatened as well. All countries must work together to retain the productivity of earth systems (air, water, forest and land), and in the face of growing population pressures and short term economic expediency. American and other nations should take actions to counteract problems which are now multiplying and accelerating in pace and scale. In order to protect its own domestic and international interest, conserve its complex resource base, and strengthen world political stability, the United States should employ it's wealth and technical know-how. It should commit itself to the goals of aiding Third World economic development, focussing on the excision of extreme poverty and sustainable economic development. Further, the American government must be modified to be more effective and flexible in anticipating, evaluating, and coordinating responses to these critical situations. The appendix includes the report's list of world problems and its recommendations for their solution. (AM)

ED 206 601 SP 018 839

Becker, Henry Jay Epstein, Joyce L.

Parent Involvement: Teacher Practices and Judgments.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CSOS-R-305
Pub Date-Feb 81
Grant-NIE-G-80-0113
Note-48p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Strategies, Elementary Education, *Home Study, Learning Activities, *Parent Participation, Parent Teacher Conferences, *Parent Teacher Cooperation, Reading Instruction, Role Models, *Teacher Attitudes, Teacher Effectiveness, *Teaching Methods, Tutoring
Identifiers-Maryland

A survey was taken to measure how 3700 elementary school teachers and 600 principals in Maryland school districts feel about parent involvement in home learning as a teaching strategy and to see how widespread this teaching strategy is. This summary of survey results provides information on the extent and use of varied techniques to involve parents in learning activities and introduces many of the issues regarding parent involvement in home learning activities. Survey results and discussion are presented on the following topics: (1) the feasibility of parent involvement; (2) techniques used to involve parents; (3) how involvement techniques are used by teachers; (4) attitudes of teachers and principals toward parent involvement; (5) debatable issues of parent involvement; (6) problems with parental assistance; and (7) information and questions on many aspects of parent involvement raised by the survey. Overall, the survey results indicate a very positive view and widespread use of several parent-oriented teaching strategies. (JD)

ED 206 685 TM 810 583

Mehrens, William A.

Setting Standards for Minimum Competency Tests.

Pub Date-24 Feb 81

Note-35p.; Revision of a speech presented at the Michigan School Testing Conference (Ann Arbor, MI, February 24, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Criterion Referenced Tests, *Cutting Scores, Elementary Secondary Education, *Minimum Competency Testing, *Scoring Formulas, *Standards

Identifiers-Angoff Methods, Compromise Model (Hofstee), Ebel Method, Empiricism, Jaeger Method, Nedelsky Method

Some general questions about minimum competency tests are discussed, and various methods of setting standards are reviewed with major attention devoted to those methods used for dichotomizing a continuum. Methods reviewed under the heading of Absolute Judgments of Test Content include Nedelsky's, Angoff's, Ebel's, and Jaeger's. These methods are compared and a preference for Jaeger's approach is stated. Under Standards Based on Judgments about Groups, the Zieky and Livingston contrasting group and borderline group methods are discussed. The approaches proposed by Berk and Block are briefly discussed as Empirical Methods for Discovering Standards. A summary statement lists some DO NOT'S'' and DO'S'' for setting cutting scores. (Author/GK)

ED 206 748 UD 021 534

Sarah J. Hale High School Project SABER. ESEA Title VII. Final Evaluation Report, 1979-80.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Bureau No.-5001-42-07625
Pub Date- 80
Grant-G007503680
Note-42p.; For related documents; see UD 021 533-535, and ED 142 664.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Gains, *Bilingual Education, Class Organization, Curriculum Development, *English (Second Language), High Schools, *Hispanic Americans, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, *Second Language Instruction, Spanish Speaking, Staff Development
Identifiers-*Bilingual Programs, Elementary Secondary Education Act Title VII, Limited English Speaking

This is an evaluation of a Title VII Bilingual Program conducted at a New York City High School in 1979-80. The report contains information on the program goals and objectives, the school site, and the student characteristics. Aspects of the instructional component discussed include programming, mainstreaming, and program funding. Non-instructional components covered are curriculum and materials development, supportive services, staff development, and parental and community involvement. Tables show Spanish speaking students' performance on the Criterion Referenced English Syntax Test, and on English Spanish Reading, and mathematics achievement tests. The number and percentage of mainstream and bilingual program students passing content area courses is given, as are student attendance figures. (APM)

Hickey, Thomas B.

Research Report on Development of a Probabilistic Author Search and Matching Technique for Retrieval and Creation of Bibliographic Records.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-OCLC/OPR/RR-81/2
Pub Date-27 May 81
Grant-IST79-18263
Note-48p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Algorithms, *Authors, Bibliographies, Computational Linguistics, *Databases, *Information Retrieval, *Online Systems, Statistical Analysis

Using macro and micro-structure analysis of large files of personal author names, this study developed retrieval techniques and algorithms to automatically correct and/or flag typographical errors in names, identify names in a database that are similar to a name entered by a user during a search, and measure similarities between names. It was found that personal names have very different characteristics than English language words, and this project demonstrated that useful displays for human verification of author names can be built, although at some computational expense. Automatic correction of errors, requiring greater computation, was not demonstrated by the project; however, such correction seems feasible with extensions of the techniques developed for automatic detection. A bibliography of 39 titles is included. (Author/RAA)

Briody, P. M.

The Mobile Classroom in Central Queensland. Priority Country Area Program Evaluation Series: Report No. 4.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Report No.-ISBN-0-7242-0730-9
Pub Date-Jul 79
Note-66p.; For related documents, see RC 012 822-824 and ED 184 760-762.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, *Communication Skills, Correspondence Study, Elementary Education, Foreign Countries, Individual Development, Interpersonal Competence, *Mobile Classrooms, Mobile Educational Services, Outreach Programs, Parent Attitudes, *Program Descriptions, *Program Evaluation, *Rural Areas, Rural Education, Student Attitudes, *Supplementary Education, Teacher Attitudes
Identifiers-*Australia (Queensland)

Evaluation of the Mobile Classroom Project, which provided complementary and supplementary educational experiences not available through the Primary Correspondence Schools (PCS) for 58 isolated country children in Central Queensland during 1978 and 1979, used personal observations; comments from parents, home supervisors, and key educators associated with the project; and study of project documentation. The Mobile Classroom Unit was a self-contained classroom in a large truck, staffed by two teachers who visited four (1978) to six (1979) sites for two consecutive weeks, two or three times per year. Participating students (years one through seven) had opportunities, through speaking, listening, singing, dancing, questioning, answering and speculating, to develop skills in social interaction, communication, investigation, and individuality not provided by the PCS, which utilized written papers, comments, and oral response through casette tapes. Although no statistical information was analyzed, parents', teachers' and home supervisors' comments stressed the children's improved awareness, motivation, socialization, and verbalization. Parents reported their own increased growth and self-development because of their children's involvement in the program. Also included are discussions of the Central Queensland Priority Country Area (including maps), the mobile classroom concept, support services, special provisions for education of isolated children; and diagrams of the Mobile Classroom Unit. (AW)

ED 206 470 SE 035 511

Smid, Tamara

Fish: A Study Guide for the Fifth Grade. Alaska Sea Week Curriculum Series. Draft.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-Jun 80
Grant-NOAA-NA79AA-D-00138
Note-85p.; For related documents, see SE 035 506-512. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Art, Ecology, Elementary Education, *Environmental Education, *Fisheries, Grade 5, Language Arts, *Marine Biology, Mathematics, Natural Resources, *Oceanography, Outdoor Education, *Science Education, *Social Studies

The history, management, and importance of Alaska's fisheries are the focus of this elementary school unit. Through the science, social studies, English, mathematics, and art activities included, students investigate Alaskan fisheries and the biology and ecology of commercially important fish species. Among the topics covered are tides, life cycles, fishing methods, and sea legends. A bibliography and set of field trip suggestions are provided. (WB)

ED 206 495 SE 035 577

Cartledge, Carolyn M. Sasser, John E.

The Effect of Homework Assignments on the Mathematics Achievement of College Students in Freshman Algebra.

Pub Date-81
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Algebra, *College Mathematics, Educational Research, Higher Education, *Homework, Learning Theories, Mathematics Education, Mathematics Instruction, Performance, *Performance Factors, Teaching Methods, *Undergraduate Study
Identifiers-*Mathematics Education Research

This study investigated differences between the mathematics achievement of students receiving homework assignments and those not receiving homework. Thirty college students were divided into two equal groups. One group was given homework by the instructor, and the other group was not given any homework during the course. As predicted, the mathematics achievement of students receiving homework assignments was significantly greater at the .10 level than the mathematics achievement of students not receiving homework. (MP)

ED 206 623 SP 018 882

Thomas, Carolyn E.

Aesthetics and Dance.

American Alliance for Health, Physical Education, Recreation, and Dance, Washington, D.C. National Dance Association.
Pub Date-80
Note-37p.
Available from-AAHPERD Publications, P.O. Box 870, Lanham, MD 20706 (Stock No. 243-26732, $6.95).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Body Image, Creative Expression, *Creativity, *Dance, *Movement Education, *Self Expression
Identifiers-*Aesthetics

The nine articles in this monograph deal with aesthetics from a broad-based approach appealing to an eclectic dance audience. The papers were written by dancers, dance philosophers, and physical educators. Two papers examine the role of the body as the dancers' aesthetic medium, including the use of yoga to increase body awareness. Other papers discuss creativity, aesthetic theories related to dance, the role of beauty and truth in dance, dancing for children, the aesthetic attitude in dance, and the aesthetic experience from a performers point of view. (FG)

ED 206 645 TM 810 534

Revicki, Dennis A.

The Relationship Among Socioeconomic Status, Home Environment, Parent Involvement, Child Self Concept and Child Achievement.

Pub Date-24 Mar 81

Note-23p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Development, *Compensatory Education, Emotional Development, *Family Environment, Family Influence, Grade 2, Intervention, *Parent Participation, Primary Education, *Self Concept, Siblings, *Socioeconomic Status

Identifiers-Parent Education Follow Through Program

The relationship among socio-economic status, sibling variables, social-psychological home environment, parent involvement in intervention programs, and child self-concept and achievement were empirically investigated to determine the importance and kind of parent participation most closely related to childrens' cognitive and affective development. A sample of 321 second-grade children and their families from two Parent Education Follow Through Program (PEFTP) sites were studied. Data were collected using semi-structured interviews and program records, and were statistically analyzed using LISREL. Reciprocal relationships were discovered between: (1) parent involvement in the PEFTP and the home environment; (2) self-concept and achievement and; (3) achievement and the home environment. Active parent involvement in the program, reinforcement, stimulation, expectation, and the social-psychological family environment were related to increased achievement performance and self-concept. The information obtained through this investigation may be useful in the design and implementation of future intervention programs. (Author/AEF)

ED 206 666 TM 810 561

Rubin, Donald L.

Psychometric and Pedagogical Validity in Large Scale Assessments of Oral Communication Skills.

Pub Date- 79

Note-29p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basic Skills, *Educational Assessment, Elementary Secondary Education, *Speech Communication, *Speech Tests, Test Construction, *Testing Programs, *Test Validity

Due to the recent Federal redefinition of basic skills,'' large scale assessments of speaking and listening proficiencies will proliferate. In planning assessment procedures, educators must be sensitive not only to psychometric validity, but also to pedagogical validity: the effects of testing on curricular content and instructional strategies. Validity judgments are particular to procedures and user values. But ramifications of assessment characteristics of both types of validity can be identified. These characteristics include: (1) direct measures; (2) pure measures; (3) culturally pluralistic measures; and (4) contextually diverse measures. An illustrative measurement procedure is described. (Author/GK)

ED 206 770 UD 021 626

Amlung, Susan, Ed.

Belt-Tightening at 110 Livingston Street: How One Agency Has Responded to the Fiscal Crisis.

Educational Priorities Panel, New York, N.Y.
Pub Date-May 81
Note-67p.; Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrators, *Board of Education Policy, Budgets, *Cost Effectiveness, Cost Estimates, Educational Finance, Elementary Secondary Education, Financial Problems, Payroll Records, *Personnel Policy, *Resource Allocation, *Staff Utilization, Teachers
Identifiers-*New York City Board of Education

This is a report by the Educational Priorities Panel (EPP), an independent watchdog group that monitors New York City's education budget, on the various budget cuts that the Board of Education has enacted during 1976-1980. Since 1976, the Board has executed a policy of supporting instructional rather than administrative services. When cuts were necessary, administrative or ancillary units were more frequently targeted than were instructional services. Budget and payroll data indicate that administrative staff has declined 16 percent while instructional staff has grown slightly since 1976. In the report, difficulties involved in obtaining accurate data from payroll and budget materials are detailed in an outline of the panel's methodology. Particular attention is paid to the development of the Board's 1980 budget; it is pointed out that there are discrepancies between the number of budgeted positions and the number of payroll positions. The report states, however, that the EPP feels more confident than it did in 1976 that the largest portions of allocated funds will benefit children in the classroom. (Author/APM)

ED 206 792 UD 021 668

Kaufman, Maurice And Others

An Evaluation of Project LEAP, E.S.E.A. Title I Program of Medford, Massachusetts, 1980-1981.

Northeastern Univ., Boston, Mass.

Pub Date-81

Note-118p.; For related documents, see ED 156 732-733, ED 156 801, ED 174 740, and ED 193 316.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Career Awareness, *Language Skills, Parent Attitudes, *Perceptual Motor Learning, Program Descriptions, *Program Effectiveness, *Reading Instruction

Identifiers-*Elementary Secondary Education Act Title I, *Massachusetts (Medford)

During the 1980-1981 school year, the Medford, Massachusetts, Elementary and Secondary Education Act Title I program, Project LEAP, provided services in reading and language skills to approximately 400 students in grades kindergarten through six. Additional program components included instruction in perceptual/motor skills, career awareness (for sixth graders), and school adjustment. California Achievement Test results showed significant gains in each subtest at each grade level. (Subtests measured reading and language skills.) Gains were also demonstrated by a group of selected students in most areas of perceptual/motor skills. Sixth graders showed growth of knowledge, self-awareness, and interest about careers. Results of a behavior/attitude checklist indicated that children in the program improved in behavior and school attitudes. Evaluators found the school administration supportive of Project LEAP. Results of a questionnaire demonstrated that parents were involved and interested in the program. (Author/MK) that limitations in metacommunicative knowledge may contribute to the communicative deficiencies of LD and younger normal children. (Author/MP)

ED 206 263 IR 009 380

Newman, Joan A.

Television in the Classroom: What the Research Says.

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.

Pub Date- 1 Apr 81

Note-18p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Television, Case Studies, *Cognitive Development, *Educational Television, History, Instructional Development, *Program Effectiveness, Summative Evaluation, Teacher Characteristics, Teacher Effectiveness, *Television Research, *Television Viewing

This paper reviews the findings of research on the teaching effectiveness of both instructional and open broadcast television since 1968, pointing out that the presence of a mentor who shares in the viewing and discusses what is seen with the child is a critical factor in what a child will learn. Discussion is divided into research prior to 1975; recent research thrusts; characteristics of effective instructional television programs, viewing, and planning for teaching; the research production (formative evaluation) approach; related research into teaching design; research on the effects of commercial television; and the implications of research findings for teachers. Seven case studies are presented in chart form from a series of 15 examining the cognitive and attitudinal effects on students and teachers of using the Trade-offs instructional television series to teach economics in grades five and six. A bibliography of 37 items is divided into research prior to 1975, recent research thrusts, the Research Production Approach, and related research into teaching design. (CHC)

ED 206 372 PS 012 298

Opravilova, Eva, Ed.

Preschool Education of 1978: Selective Bibliography.

Charles Univ., Prague (Czechoslovakia).

Pub Date-80

Note-855p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors-Aesthetic Education, Annotated Bibliographies, *Child Development, Educational Environment, *Educational Policy, *Educational Theories, Emotional Development, Foreign Countries, Intellectual Development, Language Acquisition, Physical Education, Play, *Preschool Education, *Preschool Teachers, Social Development, Special Education, Teaching Methods

This three-volume annotated bibliography cites 986 articles covering a variety of issues related to preschool education in several Eastern and Western countries, including England, France, Italy, Russia, Czechoslovakia, and Germany, as well as the United States. Entries are classified into 13 main categories: social and ideological basis of preschool education, theoretical basis of preschool education, organization of preschool education, educators of preschool children, play, preschool teaching; care of health and physical education, social and emotional development/ethical education, speech and language education, intellectual development/intellect education, aesthetic education, education of children requiring special care, and environment surrounding the child (buildings, playgrounds, amenities, and facilities). (MP)

ED 206 391 PS 012 359

Stennett, R. G. Earl, L. M.
Early Identification System: Predictive Validity. Research Report 80-14.
London Board of Education (Ontario). Educational Research Services.
Pub Date- 79
Note-10p.; For related document, see PS 012 360.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Foreign Countries, Grade 1, *Identification, Kindergarten, *Predictive Validity, Primary Education, *Screening Tests
Identifiers-Canada, Ontario (London)

During the academic year 1978-79 school teams implemented a newly developed early identification system in all kindergarten and grade one classes in London, Ontario schools. After analysis and revision of the system, the short-term predictive validity of the process was investigated by comparing school team identification ratings made in January 1979 with the September 1979 placement of students. During the academic year 1979-80 the revised early identification system was applied in all kindergarten, grade one and grade two classes. Results of this application were used to assess the predictive validity of the system over a one year period. School team ratings for the years 1978-79 and 1979-80 for those students who were in kindergarten or grade one during 1978-79 were compared. On the basis of the degree of agreement between school team ratings of students made in two successive school years it is concluded that the early identification system has a satisfactory degree of predictive validity. (Agreement between school team ratings is represented in percentages and no correlations are given.) (Author/RH)

ED 206 411 PS 012 383

Baghban, Marcia

Practicality and Literacy.

Pub Date-May 81
Note-18p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 17-May 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, *Child Language, Elementary Education, Elementary School Students, *Language Acquisition, Language Experience Approach, *Learning Processes, *Oral Language, *Reading Instruction, *Writing Instruction
Identifiers-Schema Theory

Children can acquire written language skills and abilities through the natural process by which they acquire oral language. If as infants, toddlers, and preschoolers, children are exposed to rich print environments, they transfer assumptions from experiences with oral dialogue to the more focused situations of print. Discrepancies in the ease with which children learn to speak and learn to read largely result from the disruption of natural process by educational programs, as indicated by the fact that as many as 25% of entering first graders in the United States have learned to read without formal instruction. The emerging discipline of psycholinguistics emphasizes that language and reading are constructive processes. Children need to be told that they already know a great deal about how these processes work. Miscue analysis, schema theory, and the language experience approach involves procedures that build on the child's experiences and are based on developmental language learning processes. The axioms these approaches provide teachers are Begin where the student is'' and Teach to the child's strengths.'' With a process orientation to writing, teachers can affect the ways children think and can maintain the meaningfulness and joy which motivated children's oral language development. (Author/RH)

ED 206 558 SO 013 592

How Schools Are Teaching About Labor: A Collection of Guidelines and Lesson Plans.

American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
Pub Date-May 81
Note-173p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education, English, Interdisciplinary Approach, *Labor, Labor Conditions, Labor Force, Labor Needs, Labor Problems, Language Arts, Learning Activities, Teacher Developed Materials, *United States History, Units of Study

These guidelines and lesson plans are intended to help elementary and secondary teachers to teach about organized labor and its contribution to the development of this country. The lessons, some self-contained and others requiring access to publisher available materials, were developed by teachers. Examples follow. Elementary students read about and discuss the life of Samuel Gompers, unscramble puzzles to find terms and persons associated with the labor movement, and sing songs. Three of the lessons were designed to be integrated into junior high school language arts and U.S. history and 11th grade U.S. history. Students view films and filmstrips, listen to guest speakers, visit local unions to gather information on present day legislation and its effect on organized labor, and read and discuss books. In one lesson, secondary students assess organized labor's position in the 1970s and suggest future programs that may help organized labor meet the demands of a changing society. A lesson for English classes uses student journals, drama sketches, creative writing, art, and oral reports. In addition to the lesson plans, one section of the publication contains guidelines for developing a labor education multi-media resource center. (Author/RM)

ED 206 580 SP 018 612

Martin, Oneida Canty, Althia

Instructional Behaviors that Enable Teachers to Maximize Allocated Classroom Time.

Pub Date-Nov 80
Note-33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Organization, *Classroom Techniques, English Instruction, Secondary Education, *Teacher Behavior, *Teacher Effectiveness, *Teaching Methods, Teaching Styles, Time Factors (Learning), *Time on Task

Data for this study were collected by observing 60 secondary school English classes over a four-month period. The principals of six schools chose 15 of their most effective teachers to be observed. Four questions were addressed: (1) How do teachers and students spend classroom time together?; (2) What instructional processes are used most often?; (3) How much time do these processes require?; and (4) Which instructional processes enable teachers and students to attain educational objectives within the available classroom time? Analysis of the descriptive time narrative logs showed that allocated classroom time and instructional behavior varied among the teachers, although most of the time and behaviors were directed toward explaining a process, addressing questions to a class, repeating student responses, and giving students directions. The conclusions drawn from the study support previous research concluding that teachers who are task oriented and who plan and organize instruction allot more time to academic tasks and activities and that this behavior achieves instructional goals. (FG)

Miller, J. D. And Others
A Preliminary Investigation of the Teacher Perceiver Instrument for Teacher Selection.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RDCTE-TR-5077
Pub Date- 77
Note-23p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Elementary Secondary Education, *Employment Interviews, Measures (Individuals), *Predictive Validity, *Teacher Selection
Identifiers-Austin Independent School District TX, Chicago Public Schools IL, Houston Independent School District TX, *Teacher Perceiver Interview

A preliminary investigation of a method of teacher selection receiving increasing usage in some school districts, the Teacher Perceiver Interview developed by Selection Research Incorporated (SRI), is reviewed. The investigation consisted of three separate phases: Phase I, a review of the literature on teacher selection and the employment interview in general with special attention to the documentation of the Teacher Perceiver Interviewer provided by SRI; Phase II, an examination of the implementation of the Teacher Perceiver system; and Phase III, a series of interviews of practitioners and administrators in the Austin (Texas) Independent School District comparing use of the Teacher Perceiver Interview with traditional methods of teacher selection. Four major conclusions are drawn from this investigation: (1) empirical bases for claims of the various Perceiver systems are weak; (2) there is evidence that the 60-question format of the Teacher Perceiver is partially predictive of student ratings of new teachers, but not predictive of outcomes of good teaching; (3) there is no evidence that the Teacher Perceiver is superior to classical interview techniques; and (4) questions of conflict of interest and invasion of privacy have arisen in the implementation of Perceiver systems. (Author/GK)

ED 206 727 TM 810 641

Enell, Nancy C.

Status Report on State and Regional Research Associations.

Pub Date-14 Apr 81

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Meetings, National Surveys, *Organizational Change, *Organization Size (Groups), *Professional Associations, *Publicity

Results of a survey on organizational characteristics and issues are presented. The report updates a survey conducted in 1978, and where appropriate compares findings with those of the earlier survey. Ten state associations and seven regional associations responded to a questionnaire soliciting information regarding: organizational size; membership costs; types of publications issued by the organization; the frequency, duration and activities of association meetings; changes anticipated in the next three years. Results indicate that average association membership dropped on the state level and increased regionally with a slight overall increase. Newsletters, the most commonly used publication, also increased in use; on the other hand, journal production declined. Meeting content and format remained fairly uniform and each association had at least one meeting per year. One major change occurring was the 25 percent rise in annual membership costs. Increases in member participation and in the number and type of publications were areas in which change was anticipated. (AEF)

ED 206 246 HE 014 328

Projections of Freshmen Enrollment for Fall 1981 NIICU News Research Supplement.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.
Pub Date-14 Aug 81
Note-17p.
Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 ($2.50).
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Freshmen, Doctoral Programs, *Enrollment Projections, *Federal Aid, *Higher Education, Inflation (Economics), Liberal Arts, National Surveys, Private Colleges, State Colleges, *Student Costs, *Student Loan Programs, Two Year Colleges,

Universities
Identifiers-Pell Grant Program

Freshmen enrollment for the fall of 1981 was projected, and the impact of student assistance cuts in the Pell Grant and Guaranteed Student Loan (GSL) programs was assessed. The National Institute of Independent Colleges and Universities (NIICU) surveyed college and university admissions officers on the number of paid deposits on June 15, 1980, and June 15, 1981, and the freshman total headcount for fall 1980. Responses from 581 institutions were tabulated nationally and regionally from doctorate-granting institutions, comprehensive universities and colleges, liberal arts colleges, two-year colleges, professional schools, and other specialized institutions. The NIICU findings suggest that though applications are up, the uncertainty of federal student assistance has led entering freshmen to apply to more colleges or to put off making a decision to enroll at college in 1981. The projected decline in freshman enrollments is higher in the northeast and mid-Atlantic states. Enrollment is projected to increase in the north central and southern regions. Overall, colleges and universities in the northwest, the mid-Atlantic, and the west appear to be maintaining enrollments through returning students. Regional differences in the financing of higher education may pose a problem in the future. Projection of the impact of recent federal budget cuts in the Pell Grant and GSL programs was based on a subsample of 100,000 student records in the NIICU survey. Findings show that 32 percent of the more than 550,000 dependent undergraduates currently participating in the Pell Grant program during 1980-81 will no longer be eligible for this program by the 1985-86 academic year. Furthermore, of those students who are planning to enroll in college during the next five years, 32 percent of those who are currently eligible in 1980-81 will no longer be in 1985-86. Reductions in Pell Grants and GSL programs are calculated through 1985-86, and unmet student needs are predicted to increase by 73 percent in actual dollars, leaving the question of how higher education will be financed. (CC)

ED 206 311 IR 009 623

DeWath, Nancy Van House

California Statewide Reference Referral Service: Analysis and Recommendations.

King Research, Inc., Rockville, Md.

Spons Agency-California State Library, Sacramento.

Pub Date-Feb 81

Note-214p.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Information Seeking, Library Cooperation, *Library Networks, Library Planning, *Library Services, Library Surveys, Questionnaires, *Reference Services, *Referral, *Statewide Planning, Tables (Data)

Identifiers-*California

A 2-phase study evaluated the existing reference referral network in California, and developed and evaluated two alternative designs, one organization-based and the other formula-based. The evaluation phase consisted of the following tasks: (1) a survey of all public libraries and cooperative systems of the state regarding their priorities for and perceptions of the network; (2) site visits to three systems and two metropolitan reference centers; (3) an expert evaluation of the accuracy of answers given to a sample of questions drawn from the sites visited; and (4) meetings and discussions with members of the California library community. Following a discussion of the alternative network designs, the report presents an implementation plan based on the organizational model, and provides recommendations for reference performance standards, the funding and structuring of the network, executive staffing, statewide reference training for professionals, and library board

activities. Appendices include the library survey, a system survey questionnaire, system and center interviews, reference question evaluation, and suggested statistical report revisions. (Author/RAA)

ED 206 354 JC 810 499

Handbook for Educational Planning as It Relates to New Course Development at the Community College of Philadelphia.

Philadelphia Community Coll., Pa.
Pub Date-14 Jun 78
Note-14p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Policy, Community Colleges, *Courses, *Curriculum Enrichment, Faculty Handbooks, Teacher Role, Two Year Colleges
Identifiers-*Course Development

This explanation of the new course development process at the Community College of Philadelphia covers both the administrative procedures which should be followed and the components of the proposal for adding new courses. The paper first asks the instructor interested in proposing a new course to question its relationship to the goals of the school, program, and students; assess its feasibility; and determine whether it duplicates any other course. Next, an outline is presented of the 16 steps involved in effective educational planning at the course level. This outline leads the instructor from the prewriting steps of conceptualization of the course, confirmation of its consistency with institutional and program goals, and gaining of preliminary support from the department, division, and provost; through construction of the course to an appropriate level of development and the obtaining of approval; through the administrative steps (which are not explained) involved in budgeting, catalog inclusion, student recruitment, facilities planning, and faculty selection and orientation (these steps are not explained); to the final steps of course implementation, evaluation, and redesign. Next, the minimal, intermediate, and fully developed levels of course development mentioned in the outline are recognized and described. Finally, the procedures for developing and approving new career and general education courses and the slightly different procedures for developing support courses are described. (AYC)

ED 206 447 SE 035 289

Gaffney, Matthew P. And Others

Annotated Bibliography of Expository Writing in the Mathematical Sciences.

Mathematical Association of America, Washington, D.C.
Report No.-ISBN-0-88385-422-8
Pub Date-76
Note-282p.
Available from-Mathematical Association of America, 1529 Eighteenth St., N.W., Washington, DC 20036 ($12.00).
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *College Mathematics, Higher Education, Instructional Materials, Literature, *Literature Reviews, *Mathematical Enrichment, Mathematics, Mathematics Education, *Reference Materials, Supplementary Reading Materials, *Undergraduate Study

The purpose of this document is to facilitate access to the substantial but widely scattered expository literature of the mathematical sciences. Over 1100 articles, and a few books of general interest, are listed. It is felt that the bibliography can be used by teachers to supplement their (or their students') background in standard undergraduate courses. The following major subject classifications are used: (1) General; (2) Foundations; (3) Algebra; (4) Analysis; (5) Geometry; (6) Statistics and Computing; and (7) Applications. The entries in this document are arranged and cross-referenced by subject, and then listed again by author to provide a detailed index. Within each subject area, articles are grouped according to level, and within each level they are arranged alphabetically. The four levels of technical sophistication used are general, elementary, advanced, and research. While some items do not properly fit into any of these four categories,

levels are always assigned in order to provide some clue as to the difficulty of the material. (MP)

ED 206 471 SE 035 512

Maier, Judy

Man's Influence on the Sea: A Study Guide for the Sixth Grade. Alaska Sea Week Curriculum Series. Draft.

Alaska Univ., Fairbanks. Alaska Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-Jun 80

Grant-NOAA-NA79AA-D-00138

Note-84p.; For related documents, see SE 035 506-511. Contains occasional light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Conservation (Environment), *Conservation Education, Ecology, Elementary Secondary Education, *Environmental Education, Grade 6, *Land Use, *Oceanography, Outdoor Education, *Science Education, *Social Studies

Presented are activities designed to help students understand and investigate relationships between people and the marine environment. Topics include personal values, coastal development and management, environmental laws, and beach community monitoring. General considerations are handled through simulations, class discussions, interviews, student writing exercises, and other classroom activities.

Specific local studies involve field work as well as in-class preparation and evaluation. A bibliography, student worksheets, and field trip suggestions are included. (Author/WB)

ED 206 496 SE 035 584

Russell, Thomas L.

Analyzing Arguments in Classroom Discourse: Can Teachers' Questions Distort Scientific Authority?

Pub Date-Apr 81
Note-39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Discourse Analysis, *Physics, *Questioning Techniques, Science Education, Scientific Concepts, Scientific Principles, Secondary Education, Secondary School Science, *Teacher Behavior
Identifiers-*Science Education Research

An analysis of classroom discourse is reported in which the use of questions by science teachers is assessed in terms of arguments to establish knowledge claims. Questions are analyzed not for their form or frequency but for their function in the development of arguments which establish claims rationally. Seen in the context of rational argument, question sequences may be assessed as consistent with or distorting of the nature of scientific authority. The study seeks to develop and demonstrate a plausible conceptual linkage between a science teacher's use of questions to develop student understanding and the associated provision for students to understand scientific authority. Excerpts from three high school science lessons are analyzed in detail in the study, revealing three different and subtle ways in which the use of questions to develop a knowledge claim has failed to establish a rational argument. The study demonstrates that it is possible and informative to analyze science classroom discourse in terms of suggested attitudes toward authority. Use of the analytical scheme by science teachers wishing to review the use of questions in personal teaching behavior is also discussed. (Author/CS)

ED 206 520 SO 013 509

Saveland, Robert N.

The Use of Formative Testing in Diagnosing Place Vocabulary Capabilities: A Cross-Cultural Example.

Pub Date-81
Note-22p.; Paper presented at the Annual Meeting of the Association of American Geographers (Los Angeles, CA, April 19-21, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Education, Educational Research, *Geographic Concepts, *Geography Instruction, Junior High Schools, *Knowledge Level, Memory, Performance, Social Studies, *Testing, Vocabulary Development, *Vocabulary Skills

A cross-cultural educational research study involving 12,500 students in 13 countries is described, with particular emphasis on one aspect of geographic literacy place vocabulary skills. Place vocabulary is defined as that component of vocabulary that is concerned with places which are proper nouns and capitalized to show their importance. The underlying premise of this study was that an effective knowledge of place vocabulary is a prerequisite for good citizenship and for making intelligent political and economic decisions. Project developers believe that, while place is a central consideration for geographers, little research has been directed toward what constitutes a working and effective place vocabulary for good citizenship or toward the way in which such a vocabulary is acquired. To provide feedback on place vocabulary capabilities of junior high school students in various parts of the world, a test instrument, The World Basic Place Vocabulary Test, was developed. All 50 test questions dealt with large and populous countries (over four million population and at least 50,000 square miles). Findings from analysis of test scores indicated that students in developing countries generally scored lowest, students in Europe outperformed those in North America, students who studied geography as a separate subject performed better than those in an integrated social studies course, boys in all countries performed better than girls, and students generally knew less about place names than geographers and teachers thought they knew. The conclusion is that educators should focus more attention on improving the knowledge store of adolescents regarding place vocabulary. The document includes appendices which contain copies of the map and test questions and a table indicating the range of scores. (DB)

ED 206 538 SO 013 562

Jensen, Eric L. Webster, David

Ranking Studies of Graduate Sociology Departments in The American Sociologist'': 1965-1980.

Pub Date-Apr 81

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Departments, Faculty, *Graduate School Faculty, Higher Education, *Intellectual Disciplines, Literature Reviews, Scholarly Journals, *Sociology, Tables (Data), Universities

Identifiers-*Ranking

This paper reviews ranking studies of graduate level college and university departments of sociology in The American Sociologist'' from its inception in 1965 through 1980. The American Sociologist'' was selected as the source of ranking studies because of its function as an organ of information and discussion for the professional concerns of sociologists as a social collectivity,'' and, specifically, because it has presented a large number of articles on prestige within the discipline. Studies reviewed in the paper are limited to those which deal with the prestige or quality rankings of departments, the changing methods of ranking studies in sociology, divergent results of the various methodologies used in the ratings, and mobility of departments over time. Most of the studies date from 1965 through 1975 because editorial policy during this period favored rating studies whereas editorial policy after this time discouraged them. Ranking studies discussed include four which rate the faculty of graduate sociology department b total productivity (Knudsen-Vaughan, 1969; Glenn-Villemez, 1970; Oromaner, 1972; and Doering, 1972), and four which rate graduates by total productivity (Wanderer, 1966; Knudsen-Vaughn, 1969; Larson, Petronsky, and Vandiver, 1972; and Sturgis and Clemente, 1973). Findings from analysis of tabular and expository departmental rating data indicate that there exists a generally agreed-upon elite among graduate sociology depatments (Harvard, UC Berkeley, Columbia, Chicago, and Michigan), editors of prestigious journals tend to be concentrated in these same elite departments, and the status of the institution is often a good predictor of departmental prestige. (DB)

ED 206 686 TM 810 584

Cook, Desmond L.

Some Contributions of General Systems Theory, Cybernetics Theory and Management Control Theory to Evaluation Theory and Practice. Research on Evaluation Program Paper and Report Series. Interim Draft.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-NWREL-REP-37
Pub Date-Jun 80
Contract-400-80-0105
Note-69p.
Pub Type- Reports - Evaluative (142) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cybernetics, Decision Making, *Evaluation, *Evaluation Methods, Information Utilization, *Models
Identifiers-*General Systems Theory, *Management Control Theory

This document, one of a series of reports examining the possible contribution of other disciplines to evaluation methodology, describes the major elements of general systems theory (GST), cybernetics theory (CT) and management control theory (MCT). The author suggests that MCT encapsulates major concerns of evaluation since it reveals that provision of information to a decision-maker is a key process, and that the management function of controlling involves the utilization of information in the making of decisions regarding goals, and allocation and effective use of resources to accomplish these. Since GST and CT are closely related to MCT they are also discussed. The basic GST conceptual model, categories of systems and their properties, and the role of GST are outlined. Special emphasis is laid upon the three related categories of artificial, temporary, and living systems because evaluation occurs within systems possessing structure, process and function: man made organizational settings; settings of an ephemeral nature; as well as within ongoing, but dynamic, living'' systems. CT is identified as the science of control and communication which enables systems to maintain activities towards prescribed goals; feedback constituting the mechanism for displacement of the system due to external factors. (Author/AEF)

ED 206 749 UD 021 535

Comprehensive High School Bilingual Program. ESEA Title VII. Final Evaluation Report, 1979-80.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.-5001-42-07615; 5001-42-08403

Pub Date- 80

Grant-G007604865

Note-71p.; For related documents, see UD 021 533-534. New York State Chapter 720.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Gains, *Bilingual Education, *Chinese Americans, Curriculum Development, English (Second Language), High Schools, *Hispanic Americans, *Italian Americans, Native Language Instruction, Parent Participation, Program Descriptions, Program Effectiveness, Program Evaluation, *Second Language Instruction, Spanish Speaking, Staff Development

Identifiers-*Bilingual Programs, Elementary Secondary Eduction Act Title VII, Limited English Speaking

This is an evaluation report of a Title VII Bilingual Program conducted at five New York City High Schools in 1979-80. The report contains a program description and information on the schools' demographic context and student characteristics. Instructional components of the program discussed include: (1) student placement, programming, and mainstreaming; (2) course offerings; (3) a teaching reading through the arts'' program; and (4) special instructional features. Areas of the non-instructional component covered include: (1) curriculum and materials development; (2) supportive services; (3) staffing and staff development; (4) parental and community involvement; and (5) affective domain. Tables show the performance of Spanish, Italian, and Chinese students on the Criterion Referenced English Syntax Test and on mathematics, science, social studies, native language arts, and content area achievement tests. Attendance figures are also given. (APM)

ED 206 335 JC 810 417

Losak, John And Others

Implementation and Evaluation of the Standards of Academic Progress at Miami-Dade Community College.

Miami-Dade Community Coll., Fla.
Pub Date-Apr 81
Note-113p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Academic Probation, Academic Records, *Academic Standards, *Achievement Rating, Educational Counseling, Educational Trends, Enrollment, Formative Evaluation, High Risk Students, *Organizational Change, Program Evaluation, *Student Evaluation, Student Improvement

This report reviews some of the comprehensive changes made by Miami-Dade Community College (MDCC) in its general education curriculum and overall academic environment, focusing specifically on the implementation of standards of academic progress, designed to monitor student progress and provide appropriate support. The report begins by examining the issue of how to maintain academic standards in the context of open admissions and by suggesting that faculty should use absolute standards of performance, that students failing to meet these standards should be placed on probation or suspended, and that broad quality assessments be used to place students in courses geared to their level of ability. The second section of the report reviews MDCC's changes in its curriculum and support services. Sections III and IV discuss the implementation of the standards of academic progress and of an Academic Alert and Advisement System (AAAS), used to alert students of their need for academic improvement. Section V reviews studies of the potential impact of the standards. Section VI presents an evaluation of the standards of academic progress using a historical comparison of Fall 1975 and Fall 1978 entering groups, revealing that students, faculty, and administrators alike favored the standards, that MDCC lost approximately 700 full-time equivalent students due to the implementation of the standards, and that the students in the warning category were more motivated to improve. Several appendices are included providing materials related to the AAAS and the academic standards. (KL)

ED 206 373 PS 012 306

Gotts, Edward E. And Others

Childhood and Parenting Research Program. Final Report.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Bureau No.-AEL-A-3
Pub Date-80
Contract-400-80-0101
Note-253p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Development, Case Studies, *Family Environment, *Family Influence, *Family Programs, Family School Relationship, Followup Studies, Intervention, Interviews, Parent Attitudes, *Parent Education, Program Descriptions, *Regional Planning, *Research Methodology, Surveys
Identifiers-Home Oriented Preschool Education Program, Indirect Parent Interview, *Parenting

The central objective of the Childhood and Parenting Research Program was to assist member states of the Appalachia Educational Laboratory in determining ways to work with families to foster the development and educational progress of children. To achieve this objective, research, reporting, analysis, and dissemination activities were conducted in 9 scopes'' or activity areas. In the form of objectives, scopes were defined as the following: (1) complete regional parenting surveys, including base sample and model parenting program surveys; (2) complete family case studies of the Home-Oriented Preschool Education (HOPE) follow-up study; (3) prepare a position paper on planned actions in field settings; (4) prepare an integrated report of the HOPE follow-up study; (5) write an account of procedures found to be most useful in the assessment of rural Appalachian families; (6) derive field measurement batteries from HOPE follow-up study measures; (7) complete preparation of the developmental theory of parenting and refine the theory's main propositions based on experience with the Indirect Parent Interview; and (8) disseminate results; and (9) interpret findings of the surveys to the Childhood and Parenting Task Force as well as to local and state educational agencies in the region. Activities conducted within each of the scopes of work are summarized in the initial section of this final report, and work done in scopes 1 through 8 is reported in detail in the appendices. (Author/RH)

ED 206 602 SP 018 840

Ellis, Bernard H., Jr., Ed. And Others
Smoking Programs for Youth.
National Cancer Inst. (NIH), Bethesda, Md.
Report No.-NIH-80-2156
Pub Date-Jun 80
Note-103p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescents, Attitude Change, *Curriculum Development, Decision Making, *Health Education, Life Style, *Program Development, Role Models, Secondary Education, *Smoking, *Sociocultural Patterns, Teacher Role

The youth smoking problem is discussed and assistance is provided for teachers in developing smoking prevention and cessation programs. Four chapters serve as guides to understanding and working with the youth smoking problem. Teenage Smoking in America'' reviews trends in teenage smoking behavior and the factors that influence the initiation of smoking. Approaches to Smoking in Schools: Regulation and Education'' reviews the historical approaches to combating the teenage smoking problem. How to Develop a School Smoking Program'' suggests procedures for initiating smoking education programs in curriculum development. Current Smoking Education Programs'' describes several innovative smoking education programs. The appendix presents information on additional resources, resource organizations, and contemporary texts on school health education. (JN)

ED 206 624 SP 018 884

Fallon, Dennis

The Art of Disco Dancing.

American Alliance for Health, Physical Education, Recreation, and Dance, Washington, D.C. National Dance Association.

Pub Date-80

Note-171p.

Available from-AAHPERD Publications, P.O. Box 870, Lanham, MD 20706 (Stock No. 243-26758; $9.75).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Dance, Group Instruction, *Movement Education, Recreational Activities, Self Esteem, Social Experience, *Teaching Methods

Identifiers-*Disco Dancing

This book offers a structured approach to disco dancing, and is designed for use in group instruction. After a brief historical look at popular dance in America, the basic fundamentals of disco steps are explored. Dance terms are explained in a glossary, and a section on music introduces notation, rhythm and meter, and time signatures. In the section on teaching disco dancing, the point is made that the ultimate objective should be to train confident and independent dancers. Teaching strategies and class organization tips are suggested. Four chapters treat couple dancing, line dancing, single dancing, and lifts and dips. Each begins with a general introduction and proceeds from basic to advanced steps. Photographs illustrate many of the steps. (FG)

ED 206 667 TM 810 562

Cureton, Edward E.

Project TALENT Tests as Anchors for Equating Other Tests.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-73
Note-62p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aptitude Tests, *Equated Scores, Raw Scores, Secondary Education, *Test Norms, *Test Reliability, True Scores
Identifiers-Differential Aptitude Tests, *Equipercentile Equating, Flanagan Aptitude Classification Tests, General Aptitude Test Battery, *Project TALENT, Smoothing Methods

Presented are the methodology and results of an equipercentile equating study in which subtests of the following three editions of multiple aptitude test batteries, in widespread use in 1960, were equated to the tests of the Project TALENT test battery: Flanagan Aptitude Classification Tests (1957); Differential Aptitude Tests (1947) and; the General Aptitude Test Battery (1952). Since Project TALENT tests were administered to large samples of students representative of the entire American secondary school population, the purpose of the study was to enable the three non-TALENT test batteries to be interpreted in terms of Project TALENT test norms. The study reports equivalent scores for groups of 257 boys and 286 girls who took each of the tests in question. The equating procedure is fully described in terms of: estimating reliabilities, using comparable true scores rather than raw scores; correction for growth on the three sets of non-TALENT test scores, since these were taken by students approximately six months after having been administered TALENT tests; and the seven point and five point smoothing formulas employed. Tables of the tests equated, statistical data, and one decimal raw-score equivalents on selected TALENT tests for integral raw-scores on the equatable non-TALENT subtests are provided. (AEF)

ED 206 771 UD 021 627

Guidelines for the Evaluation and Selection of Instructional Materials.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Pub Date-81
Note-14p.; Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Instructional Materials, Media Selection, *Self Concept, *Sex Education, *Sex Fairness, *Textbook Bias, Textbook Evaluation, *Textbook Selection
Identifiers-*Maryland

This document presents guidelines, published by the Maryland State Department of Education, for the evaluation and selection of instructional materials. The first section of the document focuses on the review and selection of textbooks and instructional materials. The second and third sections deal specifically with the selection of materials which insure proper recognition of ethnic and cultural minorities and eliminate sex stereotyping. The final section discusses local school system procedures for selecting materials on family life and human development. (APM)

ED 206 793 UD 021 671

Tannehill, Deborah, Comp.

A Practical Handbook for Co-ed Physical Education.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-81

Note-140p.; Some tables and pictures may not reproduce due to reproduction quality of original document.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Compliance (Legal), Educational Innovation, Elementary Secondary Education, Equal Facilities, Federal Legislation, Linking Agents, *Nondiscriminatory Education, *Physical Education, *Program Development, *Sex Fairness, State Legislation, Womens Athletics

Identifiers-Title IX Education Amendments 1972, *Washington

This is a handbook on coeducational physical education for teachers and school administrative personnel. Sections of Washington State legislation designed to prohibit discrimination on the basis of sex are reproduced for reference purposes. A step by step approach to insure the development of quality physical education programs in compliance with the law is then outlined. An accompanying discussion about the components of a successful program moves from the district level to that of the classroom. An extensive bibliography is provided on coed physical education that includes books, articles and films. In addition, a list of technical consultants and quality programs in the state of Washington is given. Finally, the handbook presents a series of program activities that have been recommended by professionals in Washington State as being ideal for adoption into a coed program. (APM)

ED 206 264 IR 009 442

Kirschner, Paul A. Brink, Henk J. v. d.

The Effect of Adjunct Questions on Learning from a Videotape Lesson.

Pub Date- 79
Note-21p.; For a related document, see ED 134 966.
Available from-Paul A. Kirschner, c/o Wolters-Noordhoff bv, Oude Boteringestraat 22, Groningen, The Netherlands.
Pub Type- Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, Criterion Referenced Tests, Feedback, Foreign Countries, Higher Education, Intermode Differences, *Learning Processes, Media Research, Psychology, *Questioning Techniques, Questionnaires, Undergraduate Students, *Videotape Recordings
Identifiers-*Adjunct Questions, Catholic University Nijmegen (Netherlands), Printed Materials

A fixed-pace video-lesson which had adjunct questions (AQs) interspersed throughout was viewed by 134 freshman psychology students to determine if AQs have a facilitative effect on relevant and/or incidental learning from a videotape lesson, and, if they do, to discover the optimal combination of the factors of position and type of question, and feedback. Subjects viewed a videotape containing prequestions or postquestions of the knowledge or comprehension type, either with or without feedback. This yielded eight experimental treatment conditions, each with 13 subjects. A control group of 30 subjects which only viewed the videotape was also included. The results indicate that AQs have a facilitative effect on learning from videotape learning materials intended for viewing in a group. Total learning and relevant learning were enhanced by the addition of AQs to the videotape, while incidental learning was not affected. The results further suggest that AQs may function differently in a videotape than in a written prose text. Three tables of data and a 17-item bibliography are included. (CHC)

ED 206 287 IR 009 550

Elias, A. W.

Media Selection for Information User Training. Technical Report.

BioSciences Information Service, Philadelphia, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Grant-DSI-175-19613-A02
Note-14p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, Communication (Thought Transfer), *Educational Media, *Educational Methods, Educational Needs, Information Dissemination, *Information Services, Negative Attitudes, *Public Relations, Use Studies
Identifiers-*Scientific and Technical Information

Undertaken to determine reasons for the lack of success experienced by suppliers of scientific and technical information (STI) services in the promotion of their services to users, this study has identified the attitudes, settings, functions, needs and perceptions of the user audiences. A user panel, selected to interact with the education and marketing experts of such STI suppliers as Chemical Abstracts and Engineering Index, confirmed the original premise for the study, added the resolution of supplier images as a goal, and expanded the concept to include examination of communication channels as well as the educational promotional media. The panel discovered five user audiences, each with its own peculiar needs and interests: policy managers, technical managers, practitioners, intermediaries, and teachers. Major findings indicate that information is not perceived as a direct research tool by four of these five audiences, that the goals of suppliers are not clearly understood by users, and the degree of STI perception varies widely among the five audiences. Desired results based on these three basic situations are specified for each audience served and categories of educational approaches to STI are outlined, with suggestions for planning educational programs for STI and evaluating the results. (RAA)

ED 206 392 PS 012 362

Ritchie, Fiona K. Toner, Ignatius J.

Direct Labeling, Tester Expectancy and Delay Maintenance Behavior in Preschool Children.

Spons Agency-North Carolina Univ., Charlotte.
Pub Date-Aug 81
Note-15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Toronto, Canada, August 17-21, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Delay of Gratification, Expectation, Foreign Countries, *Labeling (of Persons), *Preschool Children, Rewards, Self Control
Identifiers-*Maintenance Behavior, *Scotland

This study explored the hypotheses that (1) young children told (labeled) directly that they were ``patient'' by adults would demonstrate more subsequent self-control than children given an irrelevant label, and that (2) adult tester expectations regarding the children's self-control would influence only the subjects given the irrelevant label. The self-control of 22 preschool boys and 26 preschool girls was assessed in a task in which each child's accumulation of candy rewards was made contingent upon the child waiting across a period of time to receive the candy. The longer children waited for the candy, the more candy they received. Preschool children directly labeled beforehand as ``patient'' demonstrated significantly longer delay of gratification than did preschoolers hearing a remark irrelevant to the task. While children not directly labeled as ``patient'' were somewhat more sensitive to adult expectations than were labeled children, no significant effect of tester expectancy, main or interactive, was found. The results were interpreted in terms of label-induced changes in the preschool children's self-perceptions which influenced their behavior regardless of tester expectancy. (Author/MP)

ED 206 412 PS 012 385

Kent, Mary Mederios

Breast-Feeding in the Developing World: Current Patterns and Implications for Future Trends. Reports on the World Fertility Survey 2.

Agency for International Development (Dept. of State), Washington, D.C. Office of Population.
Pub Date-Jun 81
Contract-AID/DSPE-C-0024
Note-48p.
Available from-Population Reference Bureau, Circulation Department, 1337 Connecticut Avenue, N.W., Washington, DC 20036 (Single copies free. Handling and postage charge, $1.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Contraception, *Developing Nations, *Economic Factors, Foreign Countries, Futures (of Society), Nutrition, Surveys, Trend Analysis
Identifiers-Asia, *Breast Feeding, Caribbean, Kenya, Latin America, Modernization

This report uses World Fertility Survey data obtained between 1974 and 1978 to investigate the initiation and duration of breast-feeding in 19 developing countries, ten of which are in Asia, eight in Latin America and the Caribbean, and one in sub-Saharan Africa (Kenya). Respondents were asked whether they had fed either their most recently born child or their next-to-last child at the breast and for how many months. A few countries added questions about the age at which infants began receiving food supplements to human milk and the number of months before the mother resumed menstruation, in an attempt to measure what effect breast-feeding had in prolonging the post-partum sterile period. The data reveal considerable diversity among the countries, although breast-feeding is widely practiced in all of them. Generally, the initation and duration of breast-feeding in these countries was found to vary inversely with higher levels of economic development, suggesting that breast-feeding will decline as these countries continue to modernize. Thus, annual birth rates could actually rise unless a concomitant increase occurs in the use of family planning methods. For much of the developing world, however, patterns of breast-feeding will remain a contributing factor in family planning for at least the immediate future. (Author/RH)

ED 206 559 SO 013 593

Teaching Economics in the Elementary Grades.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-81
Note-144p.
Available from-Texas Education Agency, Division of Curriculum Development, 201 East 11th Street, Austin, TX 78701 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Concept Teaching, *Curriculum Development, *Economics Education, Educational Objectives, Elementary Education, Learning Activities, Teaching Guides

This publication is designed to help elementary teachers incorporate economics, including free enterprise education, in their curriculum. It is hoped that such instruction will help students acquire economic skills and knowledge for making decisions as citizens of their city, state, and nation. The publication consists of three major parts. Part I provides background information for teachers including a brief summary of what economics is all about and an explanation of basic economics concepts. Part II contains suggested goals and objectives for economic instruction, economic ideas, and a sampling of activities designed to introduce these ideas in a concrete manner. Part III contains additional activities designed to extend and enrich the students' understanding of economics. (Author/RM)

ED 206 581 SP 018 622

Howey, Kenneth R., Ed. Bents, Richard H., Ed.

Toward Meeting the Needs of the Beginning Teacher. Initial Training/Induction/Inservice.

Midwest Teacher Corps Network, Lansing, Mich.; Minnesota Univ., St. Paul.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-79

Grant-G007700055

Note-158p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Beginning Teachers, College School Cooperation, Educational Innovation, *Education Work Relationship, Higher Education, Inservice Teacher Education, Student Teachers, *Teacher Education Programs, Teacher Effectiveness, *Teacher Morale, *Teacher Orientation, Teaching Skills

Nine discussions identify needs and concerns of beginning teachers and call for a more concerted effort to ensure a smooth transition from preservice teacher to a working professional. An historical perspective on beginning teachers' problems and attempted solutions is provided in the first chapter. An interview with four beginning teachers follows, with illustrations of the types of problems encountered in such areas as discipline, time management, and lack of feedback. Other essays suggest new entrance modes for teacher orientation, a stronger relationship between theory and practice in schools of education, and increased research on the initial teaching experience. Two chapters offer models from the perspectives of the school principal and the college dean, one for the encouragement of school-college cooperation, and the other proposing a concept of teacher education based on schools as centers of inquiry. The final essay presents a general framework for induction and continuing teacher education, incorporating several of the elements that were introduced in the earlier chapters. (FG)

ED 206 646 TM 810 535

Lockwood, Robert E.

A Procedure to Select and Rank Qualified Applicants Using Perceived Item Difficulty and Perceived Item Relevance.

Pub Date-Apr 81
Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cutting Scores, *Difficulty Level, Employment Potential, Job Skills, Minimum Competency Testing, *Occupational Tests, *Personnel Selection, *Scoring Formulas, Test Validity
Identifiers-Angoff Methods, Lawshe (C), *Ranking, Uniform Guidelines Employee Selection Procedures

To replace traditional methods of minimum competency testing in personnel selection, a two stage cutting score procedure is proposed. The Angoff procedure is modified so that only a subset of test items, which assess essential job related skills, are used to determine the cutting score and to identify qualifed applicants. As a measure of item content validity the Lawshe rating scale is used by a panel of judges. Essential items are identified, and difficulty indices estimated for a hypothetical population of minimally qualified examinees; the sum of the item probabilities, over judges, equals the minimum cutting score. The second procedural stage involves the identification of test items assessing useful, but not essential skills. The number of these items answered correctly, plus the number of correct essential items is used to rank qualified candidates. This procedure provides a rational methodology for producing an applicant eligibility list for jobs requiring specific skills and abilities in view of constraints imposed by the Uniform Guidelines on Employee Selection Procedures. (AEF)

ED 206 728 TM 810 642

Roecks, Alan L. Noonan, Albert J.

Research and Evaluation in Regional Education Agencies: A Texas Perspective.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation, Decision Making, *Educational Research, *Education Service Centers, Elementary Secondary Education, *Evaluation, Financial Support, Organizational Effectiveness, *Regional Programs
Identifiers-Levels of Use of the Innovation, Texas (San Antonio), Using Evaluation Data Form

Texas is divided into 20 regions served by intermediate education agencies offering school districts the opportunity to receive specialized services normally beyond the reach of school systems. This report examines how one such regional educational agency in Region 20, which serves 50 districts in 14 counties, is organized to provide evaluation services to these districts. The process whereby the agency created an evaluation unit, organizationally independent of the programs it evaluates, is outlined. In addition some evaluation instruments utilized by the unit are described. Such instruments include the Levels of Use of the Innovation (a technique for collecting interview data), and the Using Evaluation Data Form which is prepared for all final Evaluation reports and documents the utilization of evaluation findings. The main body of the paper addresses issues regarding: (1) the funding of evaluation and research by federal and state competetive grants, special projects, and district contracts; (2) the relationship of the evaluation unit to the districts utilizing the services; (3) decision making regarding which evaluation projects are undertaken; (4) successes and problems associated with the use of regional evaluation services; and (5) changes which may facilitate more effective research and evaluation. (Author/AEF)

CHANNEL 2000. Description and Findings of a Viewdata Test.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Pub Date-Apr 81
Note-23p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Formative Evaluation, Futures (of Society), Information Seeking, *Information Services, *Library Role, *Online Systems, *Socioeconomic Influences, Technological Advancement, *Telecommunications, User Satisfaction (Information), Use Studies, *Video Equipment
Identifiers-OCLC, Videotext, Viewdata

A controlled user test of an experimental viewdata system, Channel 2000, was conducted by OCLC in Columbus, Ohio, to investigate technical, business, market, library, and social issues involved in electronic delivery of information using videotex technology. The three part report includes a review of various facets of new consumer electronic information services, details of the Channel 2000 project, and the findings and conclusions derived from this study of a system that transmits textual and graphic data from a host computer to modified television receivers in the user's households via commercial telephone or cable transmission facilities. Test planning and selection methods, training of users, descriptions of services and specialized features offered, and the equipment (including television adapters, computers, and software) are presented in detail, as are the research procedures concerned with sampling, data collection, and evaluation. Conclusions about viewdata are concerned with its form for the future, its socioeconomic influence, and its impact on libraries. (RAA)

ED 206 355 JC 810 501

Ross, S. Kathryn O'Brien, Maureen B.

504 and Admissions: Making the Law Work for the Applicant and the College.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers (San Francisco, CA, April 21-24, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, *Admission Criteria, Affirmative Action, Allied Health Occupations Education, *College Admission, *Compliance (Legal), *Disabilities, Educational Change, Federal Legislation, Legal Responsibility, Private Colleges, Self Evaluation (Groups), Two Year Colleges

Identifiers-*Rehabilitation Act 1973 (Section 504), Saint Marys Junior College MN, *Technical Admissions Standards

Recognizing the legislative and institutional difficulties involved in complying with Section 504 of the Rehabilitation Act of 1973, this paper describes the efforts of St. Mary's Junior College (SMJC) to develop technical (i.e., non-academic) standards for college admission. The paper first points to particular legislative variables which must be considered, such as which section of the act applies to the college. Next, institutional considerations are discussed, including the importance of applying admissions procedures uniformly, examining the effects of present procedures on the handicapped, and studying the possible outcomes of revising those procedures. Steps to be carried out in revising admissions procedures are then reviewed. Next, the paper defines academic and technical standards for admission and discusses the role of faculty in establishing these standards. After reviewing the variables that should be considered in determining whether a college really needs technical standards, the paper describes SMJC's revision of its admissions procedures. This case study describes SMJC, a private junior college offering programs in allied health and human services fields, and the methods used by the college to: (1) develop technical standards for each program; (2) establish criteria for the technical standards; (3) implement the standards; and (4) gain administrative approval for the standards. (AYC)

ED 206 430 RC 012 822

Briody, P. M.

The Itinerant Secondary Remedial/Resource Teacher Service in Central Queensland. Priority Country Area Program Evaluation Series: Report No. 5.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Report No.-ISBN-0-7242-0753-8
Pub Date-Feb 80
Note-36p.; For related documents, see ED 184 760-762, RC 012 821 and RC 012 823-824.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educationally Disadvantaged, Foreign Countries, *Itinerant Teachers, *Outreach Programs, Program Descriptions, Program Development, Program Evaluation, *Remedial Programs, Remedial Reading, Remedial Teachers, *Resource Teachers, *Rural Education, Rural Schools, Secondary Education
Identifiers-*Australia (Queensland)

The itinerant secondary remedial resource teacher service, designed to identify and help isolated country students in Queensland who are experiencing learning difficulties and to assist teachers in classrooms, program development, and resource strategy for exceptional learners, was evaluated seven months after project initiation in 1979. Data for evaluation were obtained by visitation at four participating schools; observation of the one remedial resource teacher for two sessions on one afternoon; interviews and discussions with four school principals, several classroom teachers, the remedial/resource teacher and state and Catholic educators; and document analysis. At the four schools in the area, 46 of 341 students were assisted by the remedial/resource teacher. The teacher's time was spent 40% with students, 40% with classroom teachers and principals, and 20% alone doing preparation and reading during the week spent at each school during the four-week cycle. Re-testing of students was incomplete when the report was written; however, 7 students showed reading age gains of 2 to 18 months. Students and parents were generally positive about the program; teachers and principals reported childrens' motivation, confidence and attitudes improved. It was suggested the service be continued and extended to other Queensland Priority Country Areas. (AW)

Emmer, Edmund T.
Effective Management in Junior High Mathematics Classrooms.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-TRDCTE-R&D-Rep-No-6111
Pub Date-Mar 81
Contract-OB-NIE-G-80-0116-P2
Note-59p.
Available from-Communication Services, R&DCTE, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712 (no price quoted).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Techniques, Educational Research, Elementary Secondary Education, *Grade 7, Grade 8, Junior High Schools, *Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, Observation, Teacher Effectiveness, Teaching Methods, *Teaching Skills
Identifiers-*Mathematics Education Research

Reporting on part of the data collected in the Junior High Classroom Organization Study, this document focuses on the mathematics subsample. Twenty-six mathematics teachers in 11 junior high schools were observed in two classes. The major purpose of this paper is to describe the classroom procedures and behaviors of teachers identified as effective classroom managers. First, the correlations of management variables and the achievement and attitude variables are considered. Next the extent to which teachers affect the classes' achievement gains is reviewed, followed by a description of the process of selecting subsamples for further analysis and description. A model of appropriate and inappropriate teacher management methods is outlined, and further illustrated by two case studies excerpted from narrative scripts that describe a poor manager and a highly capable one. The study indicates that effective classroom management throughout the year is facilitated by several facets. Among these, the good manager made a clear set of expectations for appropriate student behavior in a wide variety of class activities, and were characterized by good monitoring and prompt handling of inappropriate behavior. (MP)

ED 206 521 SO 013 529

Orend, Richard J.

Leisure Participation in the South: Volume I Results. Final Report

Human Resources Research Organization, Alexandria, Va.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Report No.-HumRRO-PO-80-1

Pub Date-Jul 80

Note-388p.; For related documents, see SO 013 530-531. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to fading ink throughout original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Behavioral Science Research, *Cultural Activities, Fine Arts, *Leisure Time, *Life Style, Policy Formation, Public Opinion, *Recreational Activities, Sociocultural Patterns, Surveys

Identifiers-*United States (South)

This document describes and presents the results of a study undertaken to determine the nature of popular interest in and demand for cultural and artistic activities in 13 southern states. The general objective of the study was to provide information to policy makers on public opinion regarding the relative merits of elitist activities'' (high cultural activities such as attending operas and symphonies) and popular activities'' (a broader range of art and leisure-related activities, such as camping) to the development of policy on the arts. A more specific objective was to aid the National Endowment for the Arts and the various executive and legislative agencies providing support for Endowment activities to make practical decisions about the kinds of cultural and artistic activities which should be supported. Data regarding types of leisure/arts related activities which are currently pursued and are likely to be pursued in the future were collected in a self-administered mail survey of a probability sample for the 13 southern states. A total of 3,196 questionnaires was delivered to potential respondents and 1,684 questionnaires were returned completed. The structural and historical analyses of data indicated that respondents felt a general desire to increase participation in art/leisure activities and that more respondents expressed a desire to increase activities such as camping than expressed a desire to increase

activities such as opera and symphony attendance. Conclusions are that the demand for increased participation in each activity generally follows current participation patterns and that historical participation levels are the best predictors of future participation. Tables of data are included throughout the text. (DB)

Gollnick, Donna M.

Multicultural Education in Teacher Education: The State of the Scene.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Contract-400-76-0127
Note-177p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), Bilingual Education, Higher Education, *Institutional Characteristics, *Multicultural Education, *Schools of Education, *Teacher Education Programs
Identifiers-American Association of Colleges for Teacher Educ

The National Council for Accreditation of Teacher Education (NCATE) Standards for the Accreditation of Teacher Education were revised to include references to multicultural education in May, 1977. To help teacher education institutions plan for and implement the standards, data on existing conditions were collected and analyzed. Information in the areas of curricula, faculty, students, management, and research and development was collected from 387 institutional members of the American Association of Colleges for Teacher Education. Over half of the responding institutions (78.8 percent) indicated that they had, as part of their education programs, activities that are supportive of the multicultural education concept as described in the NCATE Standards. These institutions were more likely to have courses or departments in ethnic and women's studies, to provide inservice training in bilingual and multicultural education, and to have a higher percentage of minority group faculty members. An analysis of institutional characteristics found significant differences based on: (1) public and private institutions; (2) NCATE-accredited and non-accredited institutions; (3) geographic distribution; (4) rural or urban setting; and (5) size of student population. (FG)

ED 206 707 TM 810 609

Caulley, Darrel N., Ed.

Problem Case Descriptions. Research on Evaluation Program, Paper and Report Series.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-NWREL-PR-49

Pub Date-Jan 81

Contract-400-80-0105

Note-69p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Accountability, *Case Studies, Data Collection, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluators, Financial Support, Program Evaluation, School District Autonomy, *State Departments of Education

Identifiers-*Evaluation Problems, Evaluation Utilization

One of a series of reports concerned with the creation of new evaluation methodologies for use in education, this report contains a collection of thirteen brief statements of problems encountered first-hand by evaluation practitioners in state departments of education (SEAs). Its intent is to make available practitioner statements so that further developmental work may be grounded in first-hand accounts. Practitioners were requested to include, where appropriate, material concerning: methodological problems and methods requiring improvement; proposals for new methods, and any problems involved in the development of such; materials and training needed to improve methods; personnel, management, planning, resource and interagency communication problems. The case descriptions are varied both in style and the problem cases they divulge. Included are such wide-ranging topics as: SEA and school district autonomy; obtaining and allocating funds for evaluation purposes; the evaluation needs of different audiences; data collection problems and quality control; the maximization of evaluation utilization. (Author/AEF)

ED 206 750 UD 021 544

Teodoro, Luis V., Jr., Ed. And Others

Out of This Struggle: The Filipinos in Hawaii.

Filipino 75th Anniversary Commemoration Commission, Honolulu, Hawaii.

Report No.-ISBN-0-8248-0747-2

Pub Date-81

Note-113p.; Some tables and photographs may be marginally legible due to reproduction quality of original document. Not available in paper copy due to institution's restriction.

Available from-University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822 ($10.95).

Pub Type- Books (010) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian History, Cultural Traits, *Ethnicity, Ethnic Stereotypes, Females, *Filipino Americans, *Immigrants, Labor Force, Migrant Workers, *Socioeconomic Status

Identifiers-*Hawaii, Philippines

This book is a political, cultural, economic, and historical analysis of the Filipino experience in Hawaii. In the first chapter an historical overview of the Philippines is found. The second chapter reviews the Filipino worker's role in the plantation system in Hawaii and details the immigration patterns of Filipinos to Hawaii from 1907 to 1929. Worker involvement in the labor movement is recounted in chapter three. Chapter four provides an analysis of the socioeconomic status of Filipinos in Hawaii, and chapter five focuses on labor force participation, Filipino women, and ethnicity. Philippine languages in Hawaii are discussed in chapter six. Chapters seven and eight describe various Filipino strategies for survival and their efforts to achieve integration and overcome stereotypes. An epilogue traces the development, culture, and attitudes over the course of three generations. (APM)

ED 206 472 SE 035 545

Kuehn, Thomas J., Ed. Porter, Alan L., Ed.
Science, Technology, and National Policy.
Report No.-ISBN-08014-9876-7
Pub Date-81
Note-608p.
Available from-Cornell University Press, Order Dept., 740 Cascadilla St., Ithaca, NY 14850 (cloth $35.00, paper $9.95).
Pub Type- Books (010)
Document Not Available from EDRS.
Descriptors-*Government Role, Higher Education, *Policy Formation, Political Attitudes, Science Education, *Scientific Enterprise, Social Problems, *Social Sciences, Technological Advancement, *Technology
Identifiers-Science and Society, *Science and Technology

Relationships among science, technology, society, and policy makers are explored within this book. Readings were selected to focus primarily on technological policy rather than on science policy. More specifically, the book looks at technological change in relation to society and to American government. The readings are therefore oriented toward understanding the practical application of science and technology in order to expand the realm of human possibility. Part I provides some insight into the underlying social, political, economic, and international concerns in science and technology policy. Part II is an inquiry into the ways that various government institutions deal with science and technology, as well as aspects of citizen participation in the process. (Author/CS)

Belandria, Liza C.

A Cross-National Study of the Multilevel Effects of Social Background on Achievement.

Universidad de Los Andes, Merida (Venezuela).

Pub Date-Apr 81

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Contains marginal legibility in Tables.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Comparative Analysis, *Cultural Background, Cultural Influences, Elementary School Science, Elementary Secondary Education, *Foreign Countries, Science Education, Secondary School Science, Sex Differences, *Socioeconomic Background

Identifiers-*Science Education Research

Results of a study attempting to verify the extent to which social background variables affect science achievement at multiple levels of analysis are reported. Patterns of home- and SES-influenced variables potentially explaining differences in individual achievement were examined in Hungary, New Zealand, and Australia to duplicate a previous study in which data from the United States, Sweden, and England were used. Independent variables included: (1) verbal ability, father's occupation, and number of books in the home as indicators of home background; (2) number of years of science study, number of hours of science instruction, and exploratory methods of learning and instruction as indicators of schooling characteristics; and (3) sex. The dependent variable was science achievement. (CS)

ED 206 603 SP 018 841

Baker, Janice M.

The State Role: A Documentation Report of Services to Teacher Centers Funded Through the Federal Teacher Centers Program. Final Report.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Jun 81

Contract-300-78-0408

Note-122p.; For related documents, see SP 018 842 and SP 018 844-848.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Coordinators, Data Analysis, Data Collection, Delivery Systems, *Information Dissemination, *Program Proposals, *State Departments of Education, State Federal Aid, *Teacher Centers, *Technical Assistance

This document reports on the activities of state and territory teacher center coordinators in using the ten percent entitlement funds provided by the federal government to provide services to federally funded teacher centers. The major focus of the study was the documentation of the proposal development, technical assistance, and dissemination services provided to the state and territory teacher center client groups. The report describes the participants in the documentation study and gives background information on the teacher center coordinators and other state education agency staff whose salaries are paid, in whole or in part, through the federal Teacher Centers Program. The services logged by 32 coordinators reflecting the use of the 10 percent state entitlements are also described. Descriptions of selected activities are provided as a sample of the various services that were documented. Findings are described for all services combined, as well as for each of the three areas studied; proposal development, technical assistance, and dissemination. Several recommendations are offered for the Federal Teacher Centers Program, the National Teacher Center Resource Center,

and the state education agencies. (JD)

ED 206 687 TM 810 585

Frierson, Henry T., Jr.
Test-Taking Intervention: Its Effects on Minority Students' MCAT Scores.
Pub Date-77
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Entrance Examinations, Higher Education, Intervention, *Learning Activities, *Medical Students, Medicine, *Minority Groups, *Scores, Standardized Tests, *Test Wiseness
Identifiers-*Medical College Admission Test

Test-taking intervention procedures were implemented for minority premedical students. The intent of the intervention was to modify expected performances on the science subtest of the Medical College Admission Test (MCAT). The group used to determine the effectiveness of the test intervention procedures consisted of 11 students who had previously taken the MCAT. A significant difference was observed for the MCAT administration after test intervention; the mean increase was 90.91 points. The results suggest that outcomes associated with intervention related to standardized examinations can have vast implications for minority students, particularly with respect to access to educational and career opportunities, in those areas where emphasis is placed on standardized test performances. (Author/GK)

ED 206 772 UD 021 632

Parkay, Forrest W.

Inner-City High School Teachers: Their Perceptions of Classroom Life as Revealed Through a Content Analysis of Projective Stories.

Pub Date-81

Note-22p.; Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Attitudes, *Black Teachers, Content Analysis, High Schools, *Racial Differences, *Sex Differences, *Teacher Attitudes, *Urban Schools, *Whites

Identifiers-Illinois (Chicago)

Through a content analysis of the projective stories written by a randomly selected group of teachers at an all black Chicago high school, this study revealed teachers' perceptions of life at the school. The study demonstrated that ghetto teachers vary greatly in their perceptions and appraisals of their shared teaching environment, and that the differences are somewhat related to race and sex. The stories of black teachers were found to contain more student and group directed negative judgements than those of white teachers. In addition, the stories of female teachers were found to contain more negative statements than did those of the male teachers. (Author/APM)

ED 206 265 IR 009 443

Vian, Kathleen Johansen, Robert

Knowledge Synthesis and Computer-Based Communication Systems: Changing Behaviors and Concepts.

Institute for the Future, Menlo Park, Calif.
Pub Date-Feb 81
Note-24p.; Paper prepared for National Institute of Education: Project on Knowledge Synthesis and Interpretation.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Communications, Comparative Analysis, *Computers, *Concept Formation, Interaction, *Knowledge Level, *Synthesis

The patterns of use of computer-based communication technologies in knowledge synthesis are described by looking at the way groups use the technology for efforts that have at least some qualities of knowledge synthesis. A chart of basic options for communication through computers is provided, showing the generic class of systems, examples of specific systems, group size, form of communication, record keeping access to other resources, and complexity. Eight basic patterns of communication using computer systems are identified and discussed: (1) lots of interpersonal interaction, (2) emphasis on the group, (3) more

interaction between users and producers, (4) a valuing of chance, (5) asynchronous communication and asynchronous thought, (6) divergence, (7) informality, and (8) technology as participant. Differences between these patterns and some of the more traditional approaches to knowledge synthesis are described. The paper concludes with some projections from these new behaviors of what the concepts of knowledge'' and synthesis'' may look like in the future. (CHC)

ED 206 288 IR 009 551

Sayles, Jeremy W.

The Library of Congress Subject Headings Redbooks: Foundation of Reference.

Pub Date- 80
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Indexing, *Information Seeking, Librarians, *Library Services, Reference Materials, *Reference Services, Search Strategies, Students, *Subject Index Terms
Identifiers-*Library of Congress Subject Headings

The Library of Congress Subject Headings, a tool used almost exclusively by catalogers, currently is assuming equal importance in reference service as an aid for students and a unique tool for reference librarians. Most reference inquiries require the use of appropriate subject headings an especially vital function for computer searches. The subject headings comprise an independent reference source to educate students about alternative subject headings which describe assigned study topics, providing a language of access to information. Librarians can use the Redbooks as an aid to the reference interview as they contribute to mutual understanding by student and librarian about the precise subject areas to be investigated. The Redbooks are also a valuable aid in the creation of library study guides for specific college courses, allowing analysis of course syllabi to reveal terminology, ideas, and instructions that can be converted to Library of Congress subject headings. Finally, they provide an anticipatory reference aid by which terms that describe a subject field can be assembled in advance. (Author/RAA)

Chalker, C. David
Presidents' Perceptions of the Role of Institutional Research in Rural Junior Colleges in the Southeast.
Pub Date-Jul 81
Note-15p.; Paper presented at the Annual Meeting of the Southeastern Association for Community College Research (Orlando, FL, July 20-22, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Administrator Responsibility, College Administration, College Presidents, *Community Colleges, Financial Support, Institutional Characteristics, *Institutional Research, Research Directors, Research Problems, *Research Utilization, Rural Schools, Surveys, Two Year Colleges
Identifiers-United States (Southeast)

In February 1980, a survey was conducted of 135 rural community/junior colleges in the Southeast to determine the college president's perception of the role and activities of the office of institutional research (OIR). Specifically, the survey instrument solicited information concerning: (1) the OIR's areas of inquiry with regard to administrative, financial, and goals-related issues; (2) the place of the OIR in defining the college's role; (3) the role of advisory committees of institutional personnel in institutional research activities; (4) financial support provided for the OIR; and (5) the OIR's role in facilities planning. The survey instrument also solicited institutional data to permit a comparison of college responses in terms of institutional size and age and the number of years the OIR existed. The survey revealed that of the 75 colleges providing usable responses, 69% had institutional research offices. Their responses permit several conclusions. Many schools had inadequate institutional research programs, due in part to lack of funds, lack of emphasis from the administration, and lack of a full-time director. Most presidents felt the OIR's role should be restricted to the compilation of reports, with only 35% of the presidents feeling it desirable for the OIR to suggest specific actions. The study report describes the survey methodology and findings, presents conclusions, and includes the questionnaire. (AYC)

ED 206 393 PS 012 363

Proeger, Charlene Myrick, Robert D.
Teaching Children to Relax.
Florida Educational Research and Development Council, Inc., Ft. Myers.
Pub Date-80
Note-51p.
Available from-FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00; 10% discount on orders of 5 or more. Orders of less than $20 must be accompanied by check or money order).
Journal Cit-Florida Educational Research and Development Council, Inc. Research Bulletin; v14 n3 Win 1980
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Anxiety, *Elementary School Students, Elementary Secondary Education, Emotional Response, Guidelines, Intelligence Quotient, Personality Problems, *Relaxation Training, *Stress Variables, *Student Needs

Many elementary school students perform below their ability levels due to excessive anxiety and stress. Research reveals negative correlations between general anxiety and test anxiety, and scores on intelligence tests. Studies have shown that changes in anxiety level are related to changes in intelligence quotient scores. Further, anxiety affects the more intelligent as well as the average student; anxiety level is as effective as the intelligence quotient in predicting reading grades; anxiety is an important part of the personality of underachieving children; and anxiety has a negative effect on a variety of learning tasks, especially complex learning. Anxiety also has been found to be related to dependence, hostility and aggression, low peer status, and poor relationships with teachers. Consequently, relaxation training for reducing students' anxiety has become a part of the school curriculum in several schools. Methods of reducing anxiety through relaxation include systematic desensitization, yoga, meditation, guided fantasy, biofeedback, and deep muscle relaxation (DMR). Teaching DMR to children involves establishing general goals and training objectives, arranging the setting, using the DMR training script correctly, acquiring the experience of relaxation in order to effectively lead DMR sessions, organizing and facilitating the DMR exercises, conducting group discussions, and evaluating outcomes. The document concludes with a series of 10 experimentally tested DMR exercises which progress from relaxing various parts of the body to relaxing the whole body while breathing deeply. (Author/RH)

ED 206 539 SO 013 565

Youth Mobilization for Development in Asian Settings. Asian Regional Youth Meeting (Kathmandu, Nepal, September 17-22, 1978). Final Report, Recommendations, and Selected Documents.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.-ISBN-92-3-101686-5
Pub Date-79
Note-136p.
Available from-Chief, p.i. Youth Division, UNESCO, 7, Place de Fontenoy, 75700 Paris, France ($3.10).
Language-French; English
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Books (010)
Document Not Available from EDRS.
Descriptors-Developing Nations, *Foreign Countries, Policy Formation, Poverty, *Youth, Youth Employment, *Youth Problems, Youth Programs
Identifiers-*Asia

This report contains the proceedings of a 1978 meeting held in Kathmandu, Nepal to examine major problems and aspirations of Asian youth. Thirty three people from 18 countries participated. There are three parts to the report. Part I summarizes the six main themes of the meeting. They are: concept of youth as viewed by Asian cultures; concepts and patterns of development in the region in the context of Asian cultures; current issues of youth policies and programs in the Asian region; guidelines for future youth policies in Asia; practical action to be considered in the near future; and cooperation among Asian countries and at the international level. Part II contains abridged case studies presented at the meeting. The syntheses of country papers are in Part III. The papers discuss the problems of youth in 17 Asian countries and the measures, both welfare and developmental, taken by the different governments to deal with those problems. It is pointed out that western solutions to youth problems in Asia are not relevant. The solutions that the Asian governments are seeking cannot be found totally outside the socio-economic and cultural fabric of the countries concerned and are bound to be different from those that, up to this time, have been attempted. This means that the problems themselves have to be seen in a different perspective. (Author/RM)

ED 206 560   SO 013 594

McKinley, Juanita E., Comp.

Education in Nigeria: A Selected List of Sources.

Stanford Univ., Calif. Libraries.

Pub Date-Jan 81

Note-78p.; For related documents, see SO 013 595-596

Available from-Stanford University Libraries, Cubberley Libraries, Stanford University, Stanford, CA 94305 ($5.00).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Developing Nations, *Educational History, Educational Planning, Educational Policy, *Educational Practices, Elementary Secondary Education, Higher Education

Identifiers-*Nigeria

This bibliography, one of a series, cites books, dissertations, government documents, and journal articles examining education at all levels in Nigeria. Topics dealt with include educational history, educational practices, and educational policy. The collection was compiled from the catalogs and other available indexes within the libraries at Stanford. The majority of the resources are housed within the Stanford libraries. Most cited works do not predate Nigeria's attainment of independence and are in the English language. Some works, however, were included for their historical significance or to provide the student with background information. Some general works are also included on educational development and planning in developing nations. (Author/RM)

ED 206 647 TM 810 536

Soares, Louise M. Soares, Anthony T.

Multivariate Analysis of Self-Perceptions.

Pub Date-Mar 81
Note-17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Educational Environment, Elementary Secondary Education, *Multivariate Analysis, *Self Concept, *Self Concept Measures, Student Attitudes, Teacher Attitudes
Identifiers-*Affective Perception Inventory (Soares and Soares)

In order to refine further the process of measuring self-perceptions, nine different self-scales of the Affective Perception Inventory (API) descriptive of academic settings were administered to students in grades one through twelve, their peers, and their teachers. Within a multitrait-multimethod formulation, the scores yielded high internal consistency, convergent validity in some comparisons of Self and Peers, discriminant validity in specific scale-clusters, and a clear differentiation of the lower grades from the upper grades. The results suggest a multidimensional construct of self beginning at an earlier age than previously evidenced. (Author/GK)

ED 206 668 TM 810 563

National Assessment of Educational Progress DS Research Triangle Inst., Durham, N.C.

Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.-NAEP-11-DS-45

Pub Date-Jul 79

Contract-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-265p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility, Administrator Role, *Data Collection, National Surveys, *Program Administration, *Supervisory Methods, Supervisory Training, *Testing

Identifiers-*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The primary purpose of this manual is the provision of instructions to district supervisors and exercise administrators regarding the fieldwork associated with the National Assessment of Educational Progress (NAEP) study. The study was designed to collect and disseminate data on the educational attainments of the nation's youth and to track any growth or decline in these. Background information on the NAEP and associated agencies constitutes the introduction. The fourteen chapters, with numerous subsections each detailing step-by-step procedural instructions, are divided into two domains; chapters I-V outline the Exercise Administrator's tasks and responsibilities, and chapters VI-XIV document the District Supervisor's Responsibilities. The section on the Exercise Administrator presents specific instructions regarding the preparation and administration of test packages. On the other hand, the section intended for District Supervisors recommends: Strategies for making initial contacts and arranging introductory meetings with school officials; staff recruitment and training; student sample selection; planning, conducting and scheduling assessment. The document illustrated throughout with sample letters and telephone dialogues, report forms and charts. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 794 UD 021 672

Grygier, Tadeusz

The Bottom of the Tilted Mosaic: The Italian Community in Comparative Perspective. Shortened Version.

Pub Date-81
Note-34p.; Some photographs may not reproduce due to reproduction quality of original document.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation, *Adjustment (to Environment), Biculturalism, Cultural Differences, Educational Status Comparison, Employed Women, Employment Level, *Ethnicity, Family Characteristics, Foreign Countries, *Immigrants, Parent Child Relationship, Rural Urban Differences, *Social Integration
Identifiers-English Canadians, Germans, Hungarians, *Italians, *Ontario (Toronto)

This paper analyzes the concepts of immigrant assimilation and integration. On the basis of factor analysis it distinguishes between objective integration and subjective integration. Objective integration is defined as actual involvement in the host country's way of life, educational, occupational and economic advancement, and participation in school activities. Subjective integration is defined as feeling at home in the host country, satisfaction, and citizenship aspirations. Data on English, German, Hungarian, and Italian parents of first grade children in Toronto, Canada are reported, and comparisons are made regarding each ethnic group's degree of subjective and objective assimilation. The criteria used to examine all the immigrant groups (with special attention paid to Italians) are educational level, employment, employment of married women, the relationship between schools and parents, child adjustment, involvement in ethnic organizations, and the cohesiveness of extended families. Parent/adolescents that were interviewed. The paper concludes with recommendations regarding immigrant groups and social policy, which stress the need for greater accommodation of ethnic and cultural diversity in society. (Author/APM)

ED 206 247 HE 014 329

How Corporations Can Aid Colleges and Universities.

Council for Financial Aid to Education, New York, N.Y.
Pub Date-Apr 78
Note-28p.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($2.00).
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, *Fund Raising, Grants, *Higher Education, *Industry, Nonprofit Organizations, *Private Financial Support, Scholarships, *School Business Relationship

Identifiers-*Corporate Support

Types of aid to higher education are listed that allow corporations to support the colleges and universities of their choice through contributions to educational institutions, individuals, and to education-related organizations. Aid to educational institutions can include (1) specified unrestricted operating grants (general purpose grants, employee gift-matching plans, and indirect of group support); (2) restricted operating grants (research grants, departmental grants, cost-of-education supplements, faculty-compensation grants, international education grants, library assistance grants, physical plant-maintenance grants, special-purpose grants); and (3) capital grants (grants to capital campaigns, gifts of property, nonexpendable capital grants, and endowed chairs). Aid to individuals includes contributions to scholarships, fellowships, educational goal programs, programs aiding individuals in international education, and teacher recognition grants. Education-related organizations are those on the periphery of the academic community such as the American Council on Education, the Council for the Advancement and Support of Education, and the National Association of State Universities and Land-Grant Colleges. Professional societies, research institutes, trade associations, and special-interest groups that offer special surveys, studies, research on higher education, sponsorship of conferences, symposia, and business-education relationships are also sources of corporate aid to academe. (CC)

ED 206 313 IR 009 625

Hodge, Melville H.

Health Planning Review of Medical Information Systems. NCHSR Research Report Series.

Department of Health and Human Services, Washington, D.C.
Report No.-DHHS-PHS-81-3303
Pub Date-May 81
Grant-HS-03347
Note-75p.
Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Economic Factors, *Evaluation Criteria, Guidelines, *Hospitals, *Information Systems, Needs Assessment, *Planning, *Selection, Systems Development

Identifiers-*Medical Information Systems

Written for Health Systems Agency staff or board members who must analyze and evaluate a certificate of need (CON) application for a medical information system from a hospital, as well as for hospital executives who must prepare and submit such applications, this guidebook is intended to foster better decision-making in the acquisition of medical information systems consistent with the criteria established in the National Health Planning and Resources Development Act of 1974 (Public Law 93-641). Chapters describe (1) health planning review requirements; (2) current CON application deficiencies; (3) CON assessment criteria; (4) assessment of system alternatives; (5) assessment of acquisition alternatives; (6) hospital development plan and system objectives; (7) resource requirements; (8) financial feasibility and economic impact; and (9) treatment of systems used for research purposes. A bibliography lists more than 90 sources. (FM)

ED 206 374 PS 012 313

Stern, Virginia

The Symbolic Play of Lower-Class and Middle-Class Children: Mixed Messages From the Literature.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-400-78-0008
Note-42p.; To be published as a chapter in Current Topics in Early Childhood Education,'' Volume IV, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type- Opinion Papers (120) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Ability, Comparative Analysis, Cultural Differences, Disadvantaged Youth, *Dramatic Play, Early Childhood Education, Literature Reviews, Lower Class, Middle Class, *Pretend Play, Research Problems, *Social Differences, *Social Influences, *Young Children
Identifiers-*Symbolic Play

The findings of nine studies comparing the symbolic play of middle-class and lower-class children are summarized and examined in detail. Related research problems are discussed and directions for future research are indicated. Examination of the studies indicated that few general conclusions can be drawn from them about the relative quality of symbolic play among lower-class and middle-class children. However, there is agreement among studies that the content of play themes and roles is the same among middle-class and lower-class children, and that the amount of verbalization is greater among middle-class than lower-class children. More investigators report that group play is more prevalent among middle-class than lower-class children; more report that persig'' play (often called role-differentiation and similar to what Piaget called collective symbolism) is more prevalent among middle-class than lower-class children; and more report that middle-class children are more likely to use semi- and non-representative as well as imaginary signifiers than lower-class children, while lower-class children are more likely to use representative signifiers than middle-class children. Concerning the relative cognitive maturity of the play of the two populations, no general conclusions can be drawn. Other factors which may have affected the studies' results are suggested and the need for a more holistic, integrative, and qualitative approach is indicated. (Author/RH)

ED 206 473 SE 035 547

Mount St. Helens Classroom Activities: Elementary.
Washington State Educational Service District 112, Vancouver.
Spons Agency-Columbian, Inc., Vancouver, Wash.
Pub Date-80
Note-228p.; For related document, see SE 035 548. Not available in hard copy due to copyright restrictions.
Available from-The Columbian, P.O. Box 180, Vancouver, WA 98666 ($9.95).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Elementary Education, Elementary School Science, Geology, *Instructional Materials, Interdisciplinary Approach, Language Arts, Mathematics Education, School Newspapers, *Science Activities, *Science Curriculum, Science Education, Science Instruction, Social Studies, *Teaching Guides
Identifiers-*Mount Saint Helens, *Volcanoes

This teacher's guide is designed to provide elementary teachers with an assortment of classroom activities dealing with the Mt. St. Helens eruption of May 18, 1980, in the areas of science, social studies, math, language arts, and school newspaper activities. Copy masters and teacher versions of all activities are contained with this guide, including: (1) objectives; (2) teaching suggestions; (3) answers; (4) special directions for the procedures in the activities. These activities are designed to be used in three ways: (1) as sources for the construction of interdisciplinary units based on Mt. St. Helens; (2) as supportive materials in science curriculum; and (3) as individual activities to be used as part of existing classroom units. (CS)

ED 206 582 SP 018 644

Mayer, Richard E.
An Evaluation of the Elaboration Model of Instruction from the Perspective of Assimilation Theory.
Pub Date-Apr 80
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Educational Research, *Epistemology, *Learning Theories, *Sequential Approach, *Synthesis
Identifiers-*Assimilation Theory, *Elaboration Theory

Elaboration theory is a prescriptive model of instruction which focuses on how to structure and organize subject matter while attempting to be consistent with cognitive theories of human learning. In this system, instruction in the subject matter should proceed sequentially, from the general to the specific, with each part explained and related to the general context. Although current writings on elaboration theory agree with the research on cognition, some criticisms can be made: (1) The writings often lack clarity and specificity; (2) Empirical support is needed, especially in the area of elaboration techniques; and (3) Elaborationists should focus on the learner rather than on the learning stimulus. Elaboration theorists can use relevant elements of assimilation theory as guidelines for developing their general learning theory, particularly in describing the effects of elaboration techniques and the roles of epitomes and advance organizers. (FG)

ED 206 688 TM 810 586

Hunt, Barbara Slater, Stephen J.

Title I Needs Assessment Practices and Utilization in Local Educational Agencies.

Pub Date-Apr 81
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Compensatory Education, Elementary Secondary Education, *Federal Regulation, *Guides, *Needs Assessment, *State Departments of Education, *State School District Relationship
Identifiers-Elementary Secondary Education Act Title I, *Evaluation Problems, *Oregon

The Oregon state Title I office has developed two needs assessment guidebooks to assist districts in complying with Title I needs assessment regulations. The first guidebook was developed in 1974. Following its dissemination, needs assessment procedures in Title I districts were closely monitored for compliance with the regulations, and it was apparent that it had not had a significant impact. A second guidebook was developed in 1981. It was written to update the process in accordance with new regulations, reaffirm to districts the necessity to conduct a needs assessment, and improve some of the shoddy practices which recent monitoring and auditing reports had cited. Interviews with local district staff indicated that the new guidebook was an improvement over the first version. It has stimulated an increase in reliance on objective sources of information and has resulted in a slight decrease in the amount and variety of survey approaches. Several problems with needs assessment utilization were identified: districts already feel constrained to provide basic skills programs; and needs assessment is more important when a district faces a budget decrease, and less important when program funding is static. (BW)

ED 206 729 TM 810 645

Farrar, Carroll D.

Developing and Utilizing Undergraduate Program Objectives for Developing Evaluative Instruments.

Pub Date-Nov 80
Note-14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1980).
Pub Type- Tests/Questionnaires (160) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Objectives, *Education Majors, *Graduate Surveys, *Program Evaluation, Questionnaires, *Teacher Education Programs, *Test Construction
Identifiers-*Program Objectives, *University of New Orleans LA

A follow-up study of recent graduates of the College of Education at the University of New Orleans was developed to continue the organized assessment program of the College. Information gathered by the investigation is intended to provide the basis for revision of the undergraduate teacher education program and the development of effective in-service programs for teachers. An instrument was designed to assess the importance of each objective in the work of the teacher and to determine how well the college program prepared the graduate to function in that area. Each graduate evaluated each item on two scales, adding comments about the program at the end of the instrument. The instructions and instrument are included, as are the ten program objectives which are the source of the thirty items of the follow-up instrument. (Author/GK)

ED 206 773 UD 021 633

Vietnamese Refugee. Orientation Handbook. (Nguoi Ti Nan Viet Nam. Sach Chi Dan.)

Social Security Administration (DHEW), Washington, D.C. Office of Family Assistance.
Report No.-HEW-SSA-79-08003
Pub Date-Oct 78
Note-62p.
Language-English; Vietnamese
Pub Type- Guides - General (050) - Reference Materials (130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adjustment (to Environment), *Immigrants, Laws, *Refugees, Vietnamese, *Vietnamese People
Identifiers-*Bilingual Materials

This is a bilingual orientation handbook for Vietnamese refugees in the United States. The handbook provides information on refugee status, its legal definition and obligations. General information presented about the United States includes a description of the land, climate, people, government, and a list of national holidays. Living conditions in the United States are discussed; areas covered include housing, health care, food, employment, education, transportation, shopping, community resources, business ownership, and money, banking, and credit. Appended are a list of Immigration and Naturalization District Offices, a map of the United States, and measurement conversion tables. (APM)

ED 206 413 PS 012 390

How to Start a Day Care Center.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-81

Contract-HDS-90-PD-100010

Note-46p.

Available from-Day Care Council of America, Inc., 711 14th Street, N.W., Suite 507, Washington, DC 20005 ($4.95, plus $1.00 postage and handling).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advertising, *Certification, Checklists, *Day Care Centers, *Financial Support, Guidelines, Needs Assessment, Nonprofit Organizations, Personnel Selection, *Planning, *Purchasing, Self Evaluation (Individuals), Site Selection

This publication describes the necessary steps a day care planner should follow from his or her initial thoughts of starting a day care center through to opening the door to care for children. The following steps are suggested: (1) consult appropriate offices to obtain licensing regulations, and zoning codes, as well as information on major sanitation rules, and building, fire, and safety provisions; (2) conduct self-assessment to determine capabilities to operate a center, determine the need for a day care center in your community and decide what kind of center you will operate; (3) decide on the form of organization (corporation, partnership, or proprietorship) and whether it will be a profit or non-profit organization; (4) develop and collect data on how to set up and operate a budget; (5) decide on the location of the center and determine the costs involved in building, purchasing, leasing, or using donated space; (6) order and purchase furniture, toys, equipment, and, if necessary, food; (7) determine the number of staff required, their salaries and responsibilities, and the hiring process; (8) advertise, recruit, and enroll children. A list of current state day care center offices, a sample questionnaire for parents, a glossary of banking terms, a sample job description, a chart of furniture, toys, and equipment expenses, and an annotated bibliography are appended. (Author/MP)

Briody, P. M.

The Mobile Remedial Unit in South-West Queensland. Priority Country Area Program Evaluation Series: Report No. 6.

Priority Country Area Program Office, Brisbane (Australia).

Spons Agency-Australian Schools Commission, Canberra.
Report No.-ISBN-0-7242-0740-6
Pub Date-Mar 80
Note-35p.; For related documents, see ED 184 760-762, RC 012 821-822 and RC 012 824.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Administrator Attitudes, Correspondence Study, Educationally Disadvantaged, Elementary Education, Foreign Countries, *Itinerant Teachers, *Learning Disabilities, *Mobile Classrooms, Mobile Educational Services, Outreach Programs, Parent Attitudes, Program Descriptions, Program Development, *Program Evaluation, Remedial Reading, *Remedial Teachers, Resource Teachers, *Rural Areas, Rural Education, Stress Variables, Student Attitudes, Teacher Attitudes
Identifiers-*Australia (Queensland)

Data for evaluation of the Mobile Remedial Unit, instituted to assist approximately 250 isolated Queensland children with learning difficulties during 1978 and 1979, were obtained by visits to 10 schools; discussions with principals, teachers, administrators, and the 2 mobile remedial teachers; document analysis; and travel with a remedial teacher and mobile unit for 1 week to 5 schools. In 1977, because of distances between centres where remedial teachers were stationed in South-West Queensland, only 9 of 38 primary schools (Years 2 through 7) had access to a remedial teacher; no assistance was available for Primary Correspondence School pupils. Consequently, 2 itinerant remedial teachers with a mobile resources unit were provided, and visited each of 11 schools every 5 (1978) or 3 (1979) weeks to: (1) identify students with learning difficulties; (2) develop and implement programs for remediation; (3) assist teachers by serving as resource persons in classrooms, program development, and recommending resources for exceptional learners. The service was generally successful; reading ability improved for 6 of 12 Year 3 pupils. Reactions to the program were positive; principals suggested more frequent visits would be beneficial. About 15-20% of parents contacted the remedial teacher regularly; greater involvement of parents was recommended. (AW)

ED 206 498 SE 035 591

Booklists for the Teaching of Mathematics in Schools: Primary and Middle Schools (Ref: P/M).

Mathematical Association, Leicester (England).

Pub Date-May 80
Note-38p.; For related documents, see SE 035 592-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, Elementary Education, *Elementary School Mathematics, Instructional Materials, Mathematical Applications, Mathematics Education, *Mathematics Instruction Mathematics Materials, *Middle Schools, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that deal with mathematics education at the primary and middle school levels. The following information on each book is provided: author; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

State Legislation, Provisions and Practices Related to Multicultural Education.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0127
Note-280p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Bilingual Education, Curriculum Development, *Educational Legislation, *Educational Policy, Elementary Secondary Education, *Equal Education, Ethnic Groups, Governance, *Multicultural Education, *Program Administration, *State Departments of Education, State Standards, Teacher Education

Two questionnaires elicited information on state provisions and policies related to multicultural education and on multicultural activities in state departments of education in 1977. The data provided a descriptive profile of state education agency (SEA) activities in equal educational opportunities, human or intergroup relations, bilingual education, desegregation, urban education, compensatory education, ethnic studies, teacher certification, and women's studies. Among the findings were that thirty-four states address multicultural education through legislation, regulation, guidelines, or policies. Most states indicated that activities related to multicultural education are undertaken by units that are usually federally supported in the SEA, such as those responsible for equal education opportunity, teacher certification and education, and bilingual education. It was also found that the approach to multicultural education taken by SEAs often excludes people who are not members of specific categories of eligibility while the state provisions focus on teaching about cultural diversity to all students. Three appendices contain the state regulations and policies related to multicultural education and a bibliography of multicultural education resources from the SEAs. (FG)

TM

ED 206 648 TM 810 538

Day, H. D. Marshall, Dave

High Aggregate Stability Coefficients Can Be Obtained for Unstable Traits.

Pub Date-Apr 81
Note-21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 16-18, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Behavior Patterns, *Error of Measurement, Hypothesis Testing, *Reliability, Validity
Identifiers-*Behavioral Stability, Computer Simulation, Epstein (S)

In the light of research by Epstein (1979) (which reported that error of measurement in the analysis of behavior stability may be reduced by examining the behavior of aggregate stability coefficients computed for measurements with known stability characteristics), this study examines stability coefficients for computer-generated data sets systematically varying in their stability characteristics. Score for 200 cases across 40 trials were generated to examine the behavior of aggregate stability coefficients for data with known stability characteristics. Forty replications were performed of seven studies, each study varying in the degree of stability characteristics of the scores. Aggregate stability coefficients were computed by correlating the average of even-trial scores with the average of odd-trial scores according to the recommendations of Epstein. Since high stability coefficients were found when only a small percentage of the cases exhibited score stability, the use of aggregate stability coefficients as evidence of stable behavioral dispositions was questioned. (Author/AEF)

ED 206 708 TM 810 610

Proficiency Skill Development Kit.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date-80
Note-208p.
Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($7.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, Classroom Techniques, Criterion Referenced Tests, *Curriculum Development, Elementary Secondary Education, *Material Development, Mathematics, Pretests Posttests, Reading Skills, *Skill Development, Writing Skills
Identifiers-Pupil Proficiency Law (California)

This manual was developed to aid local school districts in complying with the requirement of California's Pupil Proficiency Law that districts provide extra help to students not making adequate progress towards basic skill mastery. Guidelines for the development of instructional packages keyed to the school districts proficiency tests, various content areas and grade levels, and which focus on personalized instruction in specific skills, are provided. The kit models a product, and thus, aims to develop the knowledge and skills teachers will need to design similar materials for their own students. An introductory section details the kit's purpose and how it works. Following sections outline procedures for meeting the kit's objectives: writing instructional objectives; incorporating materials already available to the teacher into the kit; developing learning activities keyed to objectives and learner characteristics; developing assessments and other kit components; managing the materials in the classroom. Teacher pretests and posttests are incorporated for each objective. The final section briefly suggest ways of obtaining the most effective use of materials in the classroom. Appendixes include information on resources, a sample kit in the form of Los Angeles Unified School Districts' Competency Achievement Packet, and answer keys to pretests and posttests. (Author/AEF)

The Case for Action Now. Strategic Planning to Offset the Anticipated Program Cuts of the Reagan Administration.
Community Service Society of New York, N.Y.
Pub Date-Jan 81
Note-77p.; Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Breakfast Programs, Employment Programs, *Federal Government, Financial Support, *Government Role, Health Programs, *Human Services, Local Government, Lunch Programs, *Revenue Sharing, State Government, *Urban Areas
Identifiers-*New York (New York)

This paper discusses the effects of President Reagan's budget cuts on federally supported human service programs in New York. Various programs are analyzed to determine their vulnerability to budget reductions. It is suggested that employment, nutrition and health programs are most likely to be cut while education, adoption assistance, senior citizen, and community development programs are not in immediate danger. A review of the federal block grant approach reveals the possibility of an unequal regional distribution of funds that will hurt the Northeastern United States, especially New York City. The need for state and local governments to offset this reduction in funds is discussed. Appendices to the report contain a collection of fact sheets on human service programs, and a general analysis of types of programs, their constituencies, their vulnerability, and their potential organizational allies. (APM)

Fox, Santa Irizarry Best, Nancy Dougherty

Primary Bilingual Science Activities Handbook, Grades K-2, Spanish/English.

Pub Date-81
Note-135p.
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Bilingual Education, Biological Sciences, Earth Science, Elementary Education, *Elementary School Science, Grade 1, Grade 2, *Instructional Materials, Kindergarten, Physical Sciences, Resource Materials, *Science Activities, Science Education, Science Instruction, *Teaching Guides
Identifiers-*Bilingual Materials

This handbook consists of 60 science activities, 20 each for kindergarten, grade 1, and grade 2. Each activity has five parts: (1) a science concept; (2) behavioral objectives; (3) motivational activity; (4) suggested class activity; and (5) questions. Activities are selected from the biological, earth, and physical sciences. The handbook is divided into two sections, the first written in English and the second written in Spanish. (Author/JN)

ED 206 604 SP 018 842

Baker, Janice M.

The State Role: A Documentation Report of Services to Teacher Centers Funded Through the Federal Teacher Centers Program. Executive Summary.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Jun 81

Contract-300-78-0408

Note-36p.; For related documents, see SP 018 841 and SP 018 844-848.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Coordinators, *Delivery Systems, Federal Aid, Federal Programs, *Information Dissemination, Program Development, *Program Proposals, State Departments of Education, *Teacher Centers, *Technical Assistance

The National Teacher Center Resource Center provides information and technical assistance to help state/territory teacher center coordinators fulfill three federally mandated areas of responsibility: (1) reviewing teacher center proposals; (2) providing technical assistance to federally funded teacher centers; and (3) disseminating information about teacher center products and results. The Resource Center collected information on these three functions from teacher centers receiving federal funds. This report highlights the methodology and findings on the background information and describes services logged for this documentation effort. The study design was limited to technical assistance and dissemination services provided through the ten percent entitlement to states by the federal Teacher Centers Program. Through their acceptance of the ten percent state entitlements, state teacher centers agreed to provide services in two areas: technical assistance and dissemination. For purposes of this study, a segment of technical assistance was separated from that area of service and labeled proposal development; therefore, the findings are presented for three areas of service: proposal development, technical assistance, and dissemination. Descriptions are given of participating states and a summary of state teacher center services is provided. (JD)

ED 206 266 IR 009 444

Valaskakis, Gail G.

Communication and Control in the Canadian North: The Role of Interactive Satellites.

Pub Date-Mar 81
Note-18p.; Paper presented at the Annual Conference of SIETAR (7th, Vancouver, British Columbia, March 11-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, Broadcast Television, *Canada Natives, Communication Research, *Communications Satellites, *Economic Development, Eskimos, Foreign Countries
Identifiers-*Canada

In 1972 the Canadian government launched its first domestic communications satellite, Anik A, which relays direct broadcast television and telephone messages to northern communities. The impact of television on Inuit life has raised issues and concerns pertaining to native language broadcasting, media access and control, and cultural identity among the Inuit people. In the past, without native-language information, Inuit could neither adapt their own institutions nor those brought north by southern Canadians. Two experimental communications satellites, Anik B and Hermes, now provide interactive audio and video links, and Inuit communities are being encouraged to experiment with interactive broadcasting as a means of controlling their acculturation and development through local-level initiative, integration, and cohesion. These experiments with communications satellites among the Inuit may re-direct patterns of institutional communication which have cemented over time and maintained outside control in northern communities. Twelve references are listed. (Author/MER)

ED 206 356 JC 810 502

O'Brien, Maureen And Others

Experimental Training and Placement of Blind Persons in Two-Year Allied Health Fields (1977-1980). Final Project Report.

Saint Mary's Junior Coll., Minneapolis, Minn.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-10 Mar 81

Grant-RSA-44-P-81216-5-04

Note-238p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Biomedical Equipment, *Blindness, Course Descriptions, *Job Training, *Occupational Therapy Assistants, *Physical Therapy Aides, Private Colleges, Program Descriptions, *Program Development, Program Evaluation, Publicity, Student Evaluation, Tactile Adaptation, Two Year Colleges, *Two Year College Students

In 1977, Saint Mary's Junior College initiated a project to determine the feasibility of educating and placing blind persons as occupational therapy assistants and physical therapy assistants. Faculty and project staff worked together to develop tactile models and diagrams, enriched verbal descriptions, and supplementary audiotapes to be added to usual classroom instruction. Adaptations were also made in testing services, reader services, peer tutoring, and classroom demonstrations, and special equipment was purchased. By March 1981, 31 blind students had been served or were currently enrolled in the programs. Four of the visually impaired students were employed as certified occupational therapy assistants and four as physical therapy assistants. The project report details the specific project objectives, the methods and procedures used to achieve these goals, the content and adaptations made to the physical therapy assistant and occupational therapy assistant programs, and the design and implementation of the project impact evaluation system. The bulk of the report is composed of supporting appendices, focusing on: (1) publicity; (2) the project's advisory committee; (3) special evaluation forms and instruments for blind students; (4) information specific to the two therapy assistant programs; (5) newly developed equipment; (6) the impact evaluation; (7) cumulative records; (8) project staff; and (9) project trainees. (AYC)

ED 206 474 SE 035 548

Mount St. Helens Classroom Activities: Secondary.
Washington State Educational Service District 112, Vancouver.
Spons Agency-Columbian, Inc., Vancouver, Wash.
Pub Date-80
Note-226p.; For related document, see SE 035 547. Not available in hard copy due to copyright restrictions.
Available from-The Columbian, P.O. Box 180, Vancouver, WA 98666 ($9.95).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Earth Science, Geology, *Instructional Materials, Interdisciplinary Approach, Language Arts, Mathematics Education, School Newspapers, *Science Activities, *Science Curriculum, Science Education, Secondary Education, Secondary School Science, Social Studies, *Teaching Guides
Identifiers-*Mount Saint Helens, *Volcanoes

This teacher's guide is designed to provide secondary teachers with an assortment of classroom activities dealing with the Mt. St. Helens eruption of May 18, 1980, in the areas of science, social studies, math, language arts and school newspaper activities. Copy masters and teacher versions of all activities are contained within this guide, including: (1) objectives; (2) teaching suggestions; (3) answers; and (4) special directions for the procedures in the activities. These activities are designed to be used in three ways: (1) as sources for the construction of interdisciplinary units based on Mt. St. Helens; (2) as supportive materials in science curriculum; and (3) as individual activities to be used as part of existing classroom units. (CS)

ED 206 522 SO 013 530

Orend, Richard J.

Leisure Participation in the South: Volume II Appendices. Final Report

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Report No.-HumRRO-PO-80-1
Pub Date-Jul 80
Note-227p.; For related documents, see SO 013 529-531. Appendix A may not reproduce clearly from EDRS in paper copy or microfiche due to small print type throughout original document.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Science Research, *Cultural Activities, Data Analysis, Fine Arts, Interviews, *Leisure Time, *Life Style, Policy Formation, Public Opinion, Questionnaires, *Recreational Activities, Sociocultural Patterns, Surveys, Tables (Data)
Identifiers-*United States (South)

This document contains the appendices of a study undertaken to determine the nature of popular interest in and demand for cultural and artistic activities in 13 southern states. The general objective of the study was to provide information to policy makers on public opinion regarding the relative merits of elitist activities'' (high cultural activities such as attending operas and symphonies), and popular activites'' (a broader range of art and leisure-related activities such as camping) to the development of policy on the arts. Data regarding types of leisure/arts-related activities which are currently pursued and likely to be pursued in the future were collected in a self-administered mail survey of a probability sample for 13 southern states. A total of 3,196 questionnaires was delivered to potential respondents and 1,684 questionnaires were returned completed. A sample questionnaire is presented in Appendix A. Also included in the appendix (12 items in all) are sampling procedures and survey return results, sample balancing and weighting of responses, follow-up interviews, data on proportion of respondents failing to answer the questionnaire, correlation matrices and factor matrix for current participation activities, data on cost incurred and distance traveled to participate in leisure activities, distribution of perceived availability of various types of arts/leisure activities, cross tabulation of current participation clusters, data on socio-economic status and demographic variables of respondents, and description of the characteristics of the program used in the cluster analysis. Each of these appended items includes information on description of data, background, tables, and interpretation of data. (DB)

ED 206 540 SO 013 566

Duttweiler, Robert W.
Charismatic Leadership: The Historical Development of a Political Concept.
Pub Date-Aug 81
Note-30p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Definitions, Leadership Qualities, *Politics
Identifiers-*Charisma, Weber (Max)

This paper examines the changing concept of charisma with the aim of distilling some useful meaning that may be applied to current political organizations and leaders. The author begins by exploring the different meanings of charisma and briefly overviewing how it has historically been applied. Charisma is of Greek origin literally meaning a gift, and was originally identified as a gift of grace or a divinely inspired calling to service, office, or leadership. Today the term has entered common usage in a variety of forms and is widely applied to virtually every situation in which a popular public or political personality is involved. There are three ways charisma is normally defined today. First is the Classic Weberian idea of supernatural endowment in which a leader derives his charisma from divine gifts and maintains this power as long as his followers believe in his extraordinary qualities. Second, the term is expanded by Weber and others to refer to the sacred or awe inspiring property of groups, offices, and even objects. Third, charisma is popularly used to refer to the personal qualities or to the political presence of a leader in politics. The author then examines some of the important interpretations of charisma. In particular the interpretations of Max Weber, Carl Friedrich, K.J. Ratnam, Dorothy Willner, Robert Tucker, Arthur Schweitzer, and Bensman and Givant are discussed. (Author/RM)

ED 206 561 SO 013 595

McKinley, Juanita E., Comp.

Education in Kenya: A Selected List of Sources.

Stanford Univ., Calif. Libraries.

Pub Date-Apr 81

Note-53p.; For related documents, see SO 013 594-596.

Available from-Stanford University Libraries, Cubberley Libraries, Stanford University, Stanford, CA 94305 ($5.00).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Developing Nations, *Educational History, Educational Planning, Educational Policy, *Educational Practices, Elementary Secondary Education, Higher Education

Identifiers-*Kenya

One in a series, this bibliography cites books, dissertations, government documents, and journal articles examining education at all levels in Kenya. Topics dealt with include educational history, educational practices, and educational policy. The collection was compiled from the catalogs and other available indexes within the libraries at Stanford. The majority of the resources are housed within the Stanford libraries. Most cited works do not predate Kenya's attainment of independence in December of 1963, and are in the English language. Some works, however, were included for their historical significance or to provide the student with background information. (Author/RM)

ED 206 583 SP 018 682

Berlage, Gai Ingham

Fathers' Career Aspirations for Sons in Competitive Ice Hockey Programs.

Pub Date-81

Note-21p.; Paper presented at the Regional Symposium of the International Committee for the Sociology of Sport (1st, Vancouver, British Columbia, Canada, May 28-June 2, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Athletes, *Athletics, *Fathers, *Occupational Aspiration, *Parent Aspiration, Parent Attitudes, *Parent Background, Socioeconomic Status, *Sons

Identifiers-Connecticut, *Ice Hockey

A survey was made of 107 fathers of boys aged 11 and 12 competing in the Pee Wee Level Division III of the Connecticut State Ice Hockey Tournament. The questionnaire was designed to examine the career aspirations of the fathers for their sons in ice hockey, and to determine their attitudes toward their son's participation in the sport as it relates to future ambitions. The majority of the fathers were college graduates with upper level professional or business careers, and of predominantly middle or upper middle class standing. Most hoped that their sons would play high school and college hockey. While some of the fathers voiced a hope that their sons would play professional hockey, this aspiration was recognized as unrealistic. Every father wanted his son to attend college, and eighty-one percent of the fathers stated that academic achievement was more important to them for their sons than social or sports achievement. Ninety-three percent felt that participation in a competitive sport would help their son's career. A comparison is made between this survey and several Canadian surveys which revealed that the majority of young ice hockey players in Canada are of lower socioeconomic status and have higher aspirations to become professional ice hockey players. (JD)

Exercise Administrator Administrative Instructions for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.

Research Triangle Inst., Durham, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-NAEP-11-EA-46
Pub Date-Jun 79
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-34p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biographical Inventories, *Educational Assessment, Elementary School Students, *Examiners, Racial Identification, Reading Tests, Secondary School Students, Speed Reading, *Supervisory Methods, *Testing, Writing (Composition)
Identifiers-*National Assessment of Educational Progress, *Second Literature Third Reading Assessment (1980)

This manual for Exercise Administrators of the National Assessment of Educational Progress; Second Literature Third Reading Assessment, consists of administrative instructions for use immediately preceding, during and after assessment sessions in schools. Definitions of racial/ethnic categories, associated codes, and guidelines for solicting racial/ethnic information from the student or school, are given to facilitate the process of student classification. Three types of Reading Literature assessment exercises are described: reading; responding (writing); skim/scan. Procedures for administrating exercise packages follow. Also included are samples of the background questions given to 9, 13 and 17 year olds, explanations to be used when administering and checking these, and coding procedures for the cover page of the package. Other Exercise Administrator tasks, such as the storage and disposition of exercise packages are briefly reviewed. Primary type of information

provided by report: Procedures (Field Administration). (AEF)

ED 206 774 UD 021 634

Breen, Paula

Raising a New Generation in the South. A Report for the Task Force on Southern Children, Southern Growth Policies Board.

Southern Growth Policies Board, Research Triangle Park, N.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Pub Date-Apr 81

Contract-90-CW-2026-01

Note-153p.; Some tables may be marginally legible due to reproduction quality of original document. For a related document see ED 186 104. Not available in paper copy due to institution's restriction.

Available from-Southern Growth Policies Board, Box 12293, Research Triangle Park, NC 27709 ($6.00).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Birth Rate, *Children, *Child Welfare, Cohort Analysis, Dropouts, Educational Finance, Elementary Secondary Education, Enrollment Rate, *Ethnic Distribution, Family Characteristics, *Health Needs, Health Services, Migration Patterns, *Population Distribution, *Socioeconomic Status, State Federal Aid, Welfare Services, Youth

Identifiers-Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, *United States (South), Virginia, West Virginia

This is a statistical survey of children in the South, designed for the use of public policy makers, child advocates, and human service specialists. Section one presents a general demographic overview that includes birth rates, migration and growth trends, and racial distribution. The second section provides statistics on living arrangements, mothers working outside the home, and the economic circumstances of the southern family. The third section outlines the health situation for young southerners with information on health coverage and utilization, infant mortality, birth weights, teenage pregnancy, handicapped children, family planning, immunization, dental care, and the causes of death in children. Section four presents statistics that show the number of children receiving support under

Medicaid and Aid to Families with Dependent Children. The last section describes the educational picture in the south, and presents data for enrollments, dropouts, and government educational expenditures. An extensive appendix provides supporting statistical materials. (APM)

ED 206 795 UD 021 675

Title I as an Educational Resource in South Carolina.

South Carolina State Dept. of Education, Columbia. Div. of Instruction.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-May 81
Note-48p.; Some photographs may not reproduce due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Compensatory Education, *Disadvantaged Youth, Elementary Secondary Education, Mathematics Achievement, Mathematics Instruction, Parent Participation, *Program Effectiveness, *Reading Improvement, Reading Readiness
Identifiers-Elementary Secondary Education Act Title I, *South Carolina

This booklet presents a summary of South Carolina's utilization of Title I funds during the years 1976-1980 and identifies those specific projects exhibiting the greatest gains in terms of student achievement during fiscal year 1980. A series of tables show the impact of Title I in the areas of: (1) state allocation of funds; (2) number of participating students; (3) participants by instructional category; (4) number of teachers, aides, and other professionals employed; (5) budget funds by type of service; and (6) services provided for parents. Tables also indicate student achievement gains in reading and mathematics expressed in Normal Curve Equivalents. A number of operating Title I reading readiness, reading, and mathematics programs exhibiting significant success are described. Attention is paid to each program's operation, expenses and achievement gains. In addition, a parent advisory council project is examined. (APM)

ED 206 289   IR 009 552

Mailing Lists and Dissemination of Documents. Booklet 6.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
Pub Date-80
Note-26p.
Pub Type- Guides - General (050) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstracts, Audiences, Bibliographies, Developing Nations, Guidelines, *Information Dissemination, *Information Needs, *Information Services, Instructional Materials, Newsletters, *Population Education, Questionnaires, *Selective Dissemination of Information, Surveys
Identifiers-*Mailing Lists

The strategies for distributing information and informational materials to educators that are described in this booklet include procedures both for organizing, maintaining, expanding and updating a mailing list, and for providing readers with a current awareness service. Various tools used to disseminate information are also briefly discussed, including bibliographies, directories, abstracts, literature reviews, reprints, news sheets, and newsletters. (FM)

ED 206 730 TM 810 648

Manual of Instructions for Evaluation of Teacher Education Programs.
Utah State Board of Education, Salt Lake City. Div. of Curriculum and Instruction.
Pub Date-Jun 81
Note-26p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accreditation (Institutions), *Evaluation Criteria, *Evaluation Methods, *Higher Education, *Program Evaluation, State Standards, *Teacher Education Programs
Identifiers-*Utah

The Utah State Board of Education has adopted a policy of requiring the formal approval of the teacher education programs of the various preparing institutions in Utah at least once in each five year period. Therefore, this manual has been prepared to assist administrators and faculty at teacher education institutions in the process of preparing for the evaluation. The contents of the manual are intended to simplify this procedure. The following broad areas comprise the contents: general procedures, self-study committees, use of forms and related materials, the on-site visit, final report and follow-up activities, and the procedure for conducting coordinated National Council for Accreditation of Teacher Education (NCATE) accreditation/state approval visits. Sample evaluation forms are appended. (Author/GK)

ED 206 248　　HE 014 330

How to Develop an Effective Program of Corporate Support for Higher Education.

Council for Financial Aid to Education, New York, N.Y.
Pub Date-Jun 79
Note-24p.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($2.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Colleges, *Educational Finance, Educational Philosophy, Educational Quality, Fund Raising, *Higher Education, *Industry, *Private Financial Support, Research, *School Business Relationship, Universities
Identifiers-*Corporate Support

Guidelines and rationale for a structured program of contributions that could be approved by t[illegible]agement and the board of directors and disseminated to shareholders and the public are provided for those seeking to reassess current corporate support and for those developing an educational support program. Corporate benefits in terms of educated personnel, basic research, public services such as hospitals, and applied research centers indicate the interdependence between the corporation and the campus. It is suggested that the quality of higher education relates directly to institutional diversity, freedom, and independence. Company philosophy, statement of policy, goals for educational support, and types of educational aid are components of a corporate educational support program. Suggested elements of a checklist for screening solicitations for corporate support of particular educational institutions include: purpose of the solicitation; nature of the institution; performance characteristics of the institution; the relationship between the institution and the company in terms of geography, instructional program, and employees; indirect tangible benefits to the company; breadth of voluntary support of the institution in the community, among alumni, trustees, and by other companies; and institutional report on its stewardship of the resources entrusted to it by various groups of contributors. The Council for Financial Aid to Education offers a research library and consulting services to interested corporate executives. (CC)

ED 206 314 IR 009 626

Marshman, Donald

Yale University Library HEA-Title II-C Grant.

Pub Date-78
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, Archives, Audiotape Recordings, *Federal Aid, Grants, Higher Education, *Library Collections, *Preservation
Identifiers-Manuscripts, *Yale University CT

This report describes the problems which prompted the Yale University Library to request Higher Education Act (HEA) grants from the federal government, and recounts the accomplishments achieved through the receipt of those grants. HEA funds were given to the Manuscripts and Archives department for the preservation and resurveying of historical manuscripts, and the the Yale Collection of Historical Sound Recordings for the dubbing of 2500 shellac records and 350 cylinder recordings onto tape. (FM)

ED 206 337 JC 810 424

Martorana, S. V. Broomall, James K.

State Legislation Affecting Community and Junior Colleges, 1980. Report No. 37.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Jun 81

Note-146p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Administration, Community Colleges, *Educational Finance, *Educational Legislation, Governance, Government Role, Lifelong Learning, National Surveys, Postsecondary Education, State Action, State Aid, *State Legislation, Statewide Planning, Trend Analysis, *Two Year Colleges

Based upon a survey of the community and junior college state directors in all 50 states and Puerto Rico, this five-part report presents an analytical and descriptive review of state legislation affecting community colleges. Part I discusses study methodology and describes the two survey instruments one soliciting information on relevant legislation enacted or proposed during 1979 and another requesting supplementary information on the statewide coordination of lifelong learning programs. Part II analyzes findings as they relate to legislation in seven topical areas: (1) financial matters, such as appropriations and capital funds; (2) administrative affairs, for example, those dealing with governing boards and institutional research; (3) procedures and regulations regarding physical facilities and their construction; (4) institutional expansion and name changes; (5) personnel benefits and collective bargaining; (6) student services and tuition; and (7) curriculum, accreditation, and certification. Part III analyzes the legislative intent of the bills affecting community colleges, and Part IV presents summary conclusions, noting, among other findings, the emphasis on institutional or local control. The report concludes with an analysis of the directors' responses regarding the statewide coordination of lifelong learning programs. Abstracts of relevant 1980 state legislation are appended. (JP)

ED 206 375 PS 012 314

Spodek, Bernard
The Kindergarten: A Retrospective and Contemporary View.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-400-78-0008
Note-33p.; To be published as a chapter in Current Topics in Early Childhood Education,'' Volume IV, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type- Historical Materials (060) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development, Curriculum Development, Early Childhood Education, *Educational Change, *Educational Development, *Educational History, *Educational Practices, Educational Theories, *Kindergarten,

Progressive Education, Teacher Education, Testing

Changes in kindergarten education in the United States from its inception to the present and reasons for the historical changes are explored. Froebel's approach to kindergarten education is described and the introduction of kindergarten programs in the United States by various sponsors such as the Women's Temperance Union, churches, and settlement houses is depicted. Programmatic change from Froebel's theologically oriented rationale to the concepts and practices of progressive education to the prescriptive kindergarten programs of the present as well as changes in the number of children attending kindergarten are delineated. Subsequently, continuities and discontinuities in curriculum development are identified and changes in developmental theories used to justify early childhood education are pointed out. Concluding sections discuss pressures for early instruction in academic skills, the increased use of standardized tests to assess kindergarten achievement, and the presently inadequate preparation of kindergarten teachers. Suggestions are made for influencing future directions of kindergarten education. (Author/RH)

ED 206 394 PS 012 364

Honig, Alice Sterling
Quality Training for Infant Caregivers.
Pub Date-Aug 81
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attachment Behavior, *Child Caregivers, *Competence, *Day Care, Developmental Psychology, Infants, Parent Child Relationship, *Skill Development, Supervisory Methods, Teacher Behavior, Teaching Guides, *Training
Identifiers-*Research Results

Addressed to trainers of infant day care providers, this presentation indicates knowledge and skills through which trainers can foster competence in caregivers. First, caregivers should be familiar with Eriksonian and Piagetian developmental theory. Second, caregivers should be aware of the guidelines for practice provided by empirical research. (Secure attachment, for instance, has been found important for the mental health of infants and toddlers, and is associated with successful learning, obedience and compliance, sociability and altruism, and competence. Research findings also indicate the significance of adult language transactions for infant language development and the importance of body contact and emotional responsiveness between caregivers and infants.) Third, topics for caregiver training should include infant development, interpersonal skills in the process of reciprocal interactions with infants, logistical and practical skills, and ways to encourage parent-caregiver partnership. In conclusion, the paper recommends 10 personal and contextual ways of fostering competence in caregivers being open to such as modeling desired behaviors, clarifying values, and providing praise. (Author/RH)

ED 206 450 SE 035 474

Hungerford, Harold R. Peyton, Robert Ben

Strategies for Developing an Environmental Education Curriculum: A Discussion Guide for Unesco Training Workshops on Environmental Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-80
Contract-Unesco-206.517
Note-112p.; Not available in hard copy due to copyright restrictions.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Curriculum Development, *Elementary Secondary Education, *Environmental Education, Higher Education, Interdisciplinary Approach, International Educational Exchange, Models, *Program Evaluation, *Program Implementation, Teacher Education

Prepared as a basis for environmental education curriculum development, this manual establishes guidelines for curriculum decision-making in any school, community, region or nation. In addition, the current status of environmental education is analyzed, and the character of contemporary curricula and materials development efforts is summarized. Emphasized is the need to establish programs which reach toward involving citizens in addressing environmental problems. A flow chart of the curriculum-implementation-evaluation process serves as a reference for applying the procedures and guidelines presented. These include curriculum patterns, decision-making criteria, multidisciplinary instructional models, and guidelines for teacher preparation. Appended are: (1) model activities based on the described infusion process and curriculum development goals; and (2) a bibliography of materials, programs and issues related to the positions outlined. (Author/WB)

ED 206 499 SE 035 592

Booklists for the Teaching of Mathematics in Schools: Secondary Schools (Ref: SEC).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-50p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Annotated Bibliographies, *Books, Instructional Materials, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Resource Materials, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that deal with mathematics education at the secondary school level. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 649 TM 810 539

Smith, Philip L. Kane, Michael

Multivariate Generalizability: An Application to Student Course Ratings.

Pub Date-Apr 81

Note-27p.; Paper presented at the Annual Meeting of the American Eudcational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Course Evaluation, Item Analysis, *Multivariate Analysis, Post Secondary Education, Questionnaires, *Student Evaluation of Teacher Performance, *Weighted Scores

Identifiers-Composite Scores, *Generalizability Theory

The aims of this study were: (1) to review and discuss alternatives for evaluating members of a set of scores which may be interpreted independently as contributing to a composite score, or as a member of a profile and (2) to examine multivariate generalizability theory, as suggested by Joe and Woodward, applied to student course/instructor ratings by analyzing course evaluation questionnaires. Described are the procedures which were applied to data obtained from seven samples on two campuses to derive multivariate generalizability coefficients associated with item score patterns that maximally discriminate between courses and instructors. Analysis results for the two basic design figurations (instructors nested within courses and courses nested within instructors), and the results of split halves analyses, used to ascertain the stability of composite weights across samples, are discussed and displayed in tabular form. Discussion of the results of the study stresses the limitation of the Joe and Woodward procedure since it was found that weights assigned to different items were highly variable across split-halves analyses. It is suggested that the stability of results across samples will be greatest when the number of variables is small or the sample size very large. (Author/AEF)

ED 206 689 TM 810 587

Haenn, Joseph F. Owens, Thomas R.

Utilization Frameworks for Evaluation Reporting.

NTS Research Corp., Durham, N.C.
Pub Date-Apr 81
Note-34p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation, *Information Dissemination, Information Needs, *Information Processing, Literature Reviews, *Models
Identifiers-Dissemination Analysis Group Model, *Evaluation Utilization, Knowledge Production and Utilization, Levels of Use Scale (Hall and Louck)

Two utilization and implementation frameworks (known as Knowledge Production Utilization (KPU) frameworks) are related to the planning and reporting aspects of an evaluation: the Dissemination Analysis Group (DAG) model and; the Halland Loucks' Level of Use Scale (LoU). This comparison is set against a background wherein literature is reviewed to exemplify how such frameworks can be used to modify current practices, relate evaluation to the needs of the user, create demand, facilitate cooperation, target reporting, and increase utilization of evaluation. The four levels of dissemination spread, exchange, choice and implementation which constitute the DAG model, are detailed. This is followed by an outline of eight levels of utilization on the LoU Scale: non-use orientation, preparation, mechanical use, routine, refinement, integration and renewal. A comparison of the two models is presented in terms of evaluator role, evaluation reporting methods, and their respective strengths and weaknesses. It is suggested that the DAG model helps to focus the levels at which evaluation reports are disseminated, and the LoU Scale can be successfuly used to identify evaluator roles and reporting techniques most appropriate during different stages of evaluation maturity. (Author/AEF)

ED 206 290 IR 009 553

Penchansky, Mimi B. And Others

Managing to Survive/Succeed: Potentials Within the Library Organization. 1981 LACUNY Institute Bibliography.

City Univ. of New York, N.Y. Library Association.
Pub Date-81
Note-23p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries, Administrator Role, Administrators, Higher Education, Human Resources, *Individual Development, Libraries, *Library Administration, Library Personnel, Personnel Management, *Staff Development
Identifiers-*Time Management

Prepared for the 1981 Spring Institute of the Library Association of City University of New York (LACUNY), this bibliography lists sources on academic library management techniques. Its three sections encompass the following areas: (1) the individual's relationship to the library organization, (2) effective management of time, and (3) human resource development within the library. Listings are alphabetical by author. (FM)

ED 206 414 PS 012 391

Rich, Alexander R. Hyatt, Jane M.

Developmental Trends in Children's Attributions for Achievement and Social Outcomes.

Pub Date-Aug 81
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Age Differences, *Attribution Theory, Elementary Education, *Elementary School Students, Failure, Social Cognition, Success
Identifiers-Causal Inferences

This study investigated developmental trends in children's attributions for success and failure in achievement and social situations. Twenty-four second graders, 21 fourth graders, and 24 sixth graders were shown pictures and told accompanying stories depicting either social and achievement success or social and achievement failure. They were then asked to generate as many reasons as possible as to why the outcomes occurred. The answers were categorized into attributional dimensions according to the Coding Scheme of Perceived Causality (Elig and Frieze, 1975). Results showed that the older children generated a larger number of different causes than did the younger children. All children generated more internal than external causes across situations and outcomes. Specifically, more internal-stable causes were generated for social situations and for success outcomes, while more internal-unstable reasons were generated for achievement situations and for failure outcomes. No significant sex differences were evident for any variable. (Author/MP)

ED 206 432 RC 012 824

Fowler, C. F. Peters, J. E.

P.C.A.P. Project Profiles. Queensland Priority Country Area Program Evaluation Series.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Dec 80
Note-65p.; For related documents, see RC 012 821-823 and ED 184 760-762.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Aids, Career Counseling, Correspondence Study, *Cultural Enrichment, *Educational Opportunities, Educational Television, Elementary Secondary Education, Foreign Countries, Gifted, Home Economics Education, Itinerant Teachers, Library Services, *Mobile Educational Services, *Outreach Programs, *Program Descriptions, Remedial Instruction, *Rural Education, Special Education, Summer Schools, Teacher Aides
Identifiers-*Australia (Queensland)

Thirty-two projects designed to improve educational opportunities of rural Queensland children were funded as part of the Disadvantaged Schools Program in 1979 and 1980. This program resulted from a 1977-79 Schools Commission report which suggested that students in country areas may be disadvantaged compared to urban dwellers, with respect to variety of available experiences and opportunities. The $1 million a year program with a full-time staff of over 40 funded such projects as: (1) itinerant teacher service; (2) mobile manual arts; (3) specially produced television programs; (4) mobile classrooms; (5) isolated children's special education; (6) mobile field study; (7) instrumental music programs; (8) remedial/resource services; (9) specialist recreation support; (10) opportunities for exceptional children; (11) cultural activities; (12) career information; (13) mini-buses and subsidized coaches; (14) audiovisual maintenance; (15) regional newspaper development; (16) teacher aides; (17) summer schools; (18) updating school libraries; (19) regional home economics and music centres; (20) speech therapy services; (21) outback mobile teaching services; (22) hydroponics; (23) video recording/library services; (24) resource kits; (25) manual arts by correspondence; and (26) vocational reference centres. Profiles for each project list project title, location, contact address, budget, type of project, personnel, purpose, background, operations, evaluation, and comments. (AW)

ED 206 562 SO 013 596

McKinley, Juanita, Comp.

Education in Tanzania: A Working Bibliography. Revised.

Stanford Univ., Calif. Libraries.

Pub Date-May 81

Note-56p.; For related documents, see SO 013 594-595.

Available from-Stanford University Libraries, Cubberley Libraries, Stanford University, Stanford, CA 94305 ($5.00).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Developing Nations, *Educational History, Educational Planning, Educational Policy, *Educational Practices, Elementary Secondary Education, Higher Education

Identifiers-*Tanzania

Books, dissertations, government documents, and journal articles examining education at all levels in Tanzania are listed in this bibliography, which is one in a series. Topics dealt with include educational history, educational practices, and educational policy. The collection was compiled from the catalogs and other available indexes within the libraries at Stanford. The majority of the resources are housed within the Stanford libraries. Most cited works do not predate Tanzania's attainment of independence in December of 1961, and are in the English language. Some works, however, were included for their historical significance or to provide the student with background information. (Author/RM)

ED 206 627 TM 009 602

Pike, Lewis W.

An Evaluation of Alternative Item Formats for Testing English as a Foreign Language.

Educational Testing Service Princeton, N.J.
Report No.-TOEFL-RR-2
Pub Date-Jun 79
Note-110p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cloze Procedure, *English (Second Language), Essay Tests, Foreign Students, Higher Education, Interviews, *Language Proficiency, *Language Tests, Multiple Choice Tests, Scoring, *Test Format, Test Reviews, *Test Validity
Identifiers-*Test of English as a Foreign Language, *Test Revision

This evaluative and developmental study was undertaken between 1972-74 to determine the effectiveness of items used for the Test of English as a Foreign Language (TOEFL) in relationship to other item types used in assessing English proficiency, and to recommend possible changes in TOEFL content and format. TOEFL was developed to assess the English proficiency of non-native English-speaking students applying to institutions of higher education in the United States. Questions of validation, criterion selection and content specification were first investigated before nine written and oral TOEFL item formats were evaluated for possible use in a revised test. Both original and new formats were administered to 98 Peruvian, 145 Chilean and 199 Japanese subjects in their native countries. Open ended response measures and multiple choice measures were examined. Intercorrelations among test scores indicated that the test could be revised to incorporate three instead of five components: (1) listening comprehension; (2) English structure and writing ability; (3) reading comprehension and vocabulary in context. Four objective subtests aimed at increasing TOEFL effectiveness, and tailored criterion measures of English productive skills, speaking and writing were also developed. (AEF)

ED 206 709   TM 810 612

Williams, Rick L. And Others
NAEP Year 11 Design Efficiency Study. Final Report.
Research Triangle Inst., Research Triangle Park, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-RTI-1969-01-01-F
Pub Date-Jun 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-50p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Assessment, Elementary Secondary Education, Error of Measurement, National Competency Tests, *Research Design, *Research Methodology, *Sampling, Testing Programs
Identifiers-*National Assessment of Educational Progress

The National Assessment of Educational Progress in-school sampling design is a three-stage stratified design. Stratification variables include region, size of community and socioeconomic status. The three levels of sample selection are Primary Sampling Units (PSUs), schools and students. In general, two and sometimes three PSUs are selected from each stratum for variance estimation. The stratification variables are assumed fixed and not subject to change; therefore, the problem of finding the optimal design is reduced to finding the number of PSUs, schools and students per stratum that will minimize cost for a given variance. Following a brief overview of the sample drawn for Year 11, presented in Section 2, the cost model developed for the purpose of the present study is outlined in Section 3. Section 4 describes the statistics which were selected for analysis, and Section 5 derives the corresponding variance and covariance component models. Finally, Section 6 describes the optimization procedure used, and Section 7 provides a summary of the results. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 206 731 TM 810 649

Tuttle, Thomas C. And Others

Measuring and Enhancing Organizational Productivity: An Annotated Bibliography. Interim Report, April 2, 1980 through June 30, 1980.

Maryland Univ., College Park. Maryland Center for Productivity and Quality of Working Life.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-81-6

Pub Date-Jul 81

Contract-F33615-79-C-0019

Note-129p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Annotated Bibliographies, *Human Factors Engineering, *Measurement, Measurement Techniques, Organizational Effectiveness, *Productivity, Quality of Life, Work Attitudes, Work Environment

Identifiers-Air Force

This report resulted from visits to over 50 organizations in the Air Force, Army, Navy, and in the civilian sector, automated and manual searches of journals, and computerized databases. This report is a comprehensive annotated bibliography of the literature on productivity measurement and enhancement. The report is organized into four sections: Introduction, Methodology, Organization of the Annotated Bibliography, and the Annotated Bibilography. The latter contains 339 citations organized into five categories: (1) Productivity An Overview; (2) Productivity and Quality of Working Life Improvement; (3) Productivity and Quality of Working Life Case Studies; (4) Productivity Measurement; and (5) Related Bibliographies. (Author/GK)

An Agenda for New York's Forgotten Millions. An Appeal to the 204th Legislature.
Community Service Society of New York, N.Y.
Pub Date-Jan 81
Note-29p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Welfare, *Community Programs, Correctional Rehabilitation, Criminal Law, Educational Finance, Financial Support, Health Programs, Housing, Human Services, *State Aid, *State Government, State Programs, *Welfare Services
Identifiers-*New York

Presented here are suggestions by the Community Service Society of New York to the 1981 New York State Legislature regarding state government's obligations to the poor and disadvantaged. The three recommendations that receive priority in the report are calls for increasing the public assistance grant, financing the Child Welfare Reform Act, and providing adequate funding for community based public services. Other areas of legislative concern include education, criminal justice, housing, and health and nutrition. Under education, the report proposes a more equitable state aid formula, and an increase in the State's share of the costs of educating disabled children. Criminal justice recommendations focus on the repeal of the juvenile offender law, an increase in community services for juveniles, sentencing reform, and an increase in funds for prison alternatives. An increase in funds for preventive and primary ambulatory care, home care, and maternal and child care is urged in the area of health services. Finally, for housing improvement, the report proposes real estate tax assessment reform, passage of the Emergency Tenant Protection Act, and the use of state bonding authority to establish a housing rehabilitation program. (APM)

ED 206 796 UD 021 678

Harmon, Roger E.

Understanding Laotian People, Language, and Culture. Bilingual Education Resource Series.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Note-38p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Asian History, Bilingual Education, Comparative Education, *Cultural Influences, Elementary Secondary Education, English (Second Language), *Laotians, *Refugees, *Second Language Instruction

This is a guide for teachers and administrators to familiarize them with the Laotian people, language and culture. The first section contains a brief geography and history of Laos, a discussion of the ethnic and lingustic groups of Laos, and information on the economic and religious life of these groups. Section two describes the Laotian refugee experience and considers some of the adjustments Laotians must make for their new life in the United States. This section also explains elements of the international, national and local support systems which assist Indochinese refugees. Section three gives a brief history of the educational system in Laos, and the implications for educational needs of Laotians now residing in the United States. Suggestions for working with Laotians in the schools and some potential problem areas are also covered. The last section presents an analysis of the Laotian language. Emphasis is placed on the problems Laotians have with English, and suggestions are made for overcoming these difficulties. A brief bibliography is included. (Author/APM)

ED 206 267 IR 009 446

Potter, Geoff D.

Satellite-based Distance Education: Canadian Experiences.

Pub Date-Mar 81

Note-19p.; Best copy available. Paper presented at the Annual Conference of the SIETAR (7th, Vancouver, British Columbia, March 11-15, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Television, Communication Research, *Communications Satellites, *Educational Change, Foreign Countries, Higher Education, History, Student Attitudes, *Teacher Attitudes, Telecommunications

Identifiers-*Canada, *Distance Education

This report traces the successful evolution of Canada's experiments in satellite-based distance education, which provided the framework for Canada's most recent investment in 19 new exploratory projects in satellite communications, as well as a commitment to the accessibility of satellite-delivered television for any Canadian who wants it. The early Canadian experiments in satellite-based education are described, including the first project begun at the University of Quebec in 1976, and later programs at the University of Carleton in Ottawa, the British Columbia Institute of Technology, and the University of Victoria. Also discussed is the growing understanding among Canadian educators of the nature of satellite-based distance education; i.e., how it works, the demands it makes upon designers and instructors and students, the problems it can create and resolve, and the challenge it presents to conventional educational practices. Recommendations based on the findings of the initial Canadian experiments are offered which pertain to the preparation of students prior to an interactive session, effective use of discussion techniques, consideration of the number of students assigned to a center, and some ideas on what to expect with regard to distance students' attitudes towards interaction. (MER)

ED 206 315 IR 009 627

Gelfand, M. A.

Library Education in Hacettepe University, Turkey.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.-TR/RP/1975-76/4.221.3

Pub Date-15 Feb 77

Note-35p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, Courses, Curriculum, Developing Nations, Doctoral Programs, Higher Education, *Library Education, *Library Schools, Masters Programs, Questionnaires, Tables (Data), Undergraduate Study

Identifiers-*Turkey

This report describes the undergraduate and graduate programs in library science offered at Hacettepe University in Ankara, Turkey. Chapters discuss (1) program goals and objectives; (2) curriculum; (3) faculty; (4) students and enrollment; (5) governance, administration, and financial support; and (6) physical resources and facilities. A list of recommendations for program improvement is included, and tables display data for 1972 through 1976. A copy of the evaluative questionnaire used to gather data for this project is appended. (FM)

ED 206 357 JC 810 503

Student Information Questionnaire, Fall 1980.

City Coll. of San Francisco, Calif.
Pub Date-80
Note-41p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Day Students, Educational Trends, *Evening Students, Participant Satisfaction, Questionnaires, *Student Characteristics, *Student Educational Objectives, Trend Analysis, *Two Year College Students

In order to obtain an updated profile of the student population of the City College of San Francisco (CCSF), day and evening students were surveyed. Of the 15,297 students surveyed during registration for day classes, 9,295 (62.8%) responded; and unduplicated responses were obtained from 7,044 (65.7%) of the 10,718 students registered for evening classes. The survey instrument solicited information on students' major, sex, age, race, citizenship, veteran status, means of transportation, residence, highest degree obtained, college choice, educational goal, course load, previous CCSF attendance, educational plans, employment status, intended use of student services, rating of instruction, and family income. The study revealed that there was a continuing increase in the percentage of females, a slight increase in student age, and a continuing increase in minority group representation. Transferring to a four-year school remained the primary goal among students, and the absence of tuition was more than ever the dominant variable in their decision to attend CCSF. More students were working full-time while pursuing their education, and, as a consequence, were carrying lighter unit loads. Career guidance and educational planning were the two student services that students most frequently intended to use. The study report illustrates trends in the responses to each questionnaire item, looking at responses of day and evening students to 1976, 1978, and 1980 surveys. The questionnaire is appended. (Author/AYC)

ED 206 475 SE 035 549

Academic Employment of Scientists and Engineers Increased 6% Between 1978 and 1980. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-81-315

Pub Date-3 Aug 81

Note-5p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Reference Materials (130) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Colleges, Employed Women, *Employment Patterns, Engineering Education, *Engineers, Females, Higher Education, National Surveys, Research, Research and Development Centers, Science Careers, Science Education, *Scientists, *Universities

Based upon the findings of the National Science Foundation's (NSF) Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1980, this report presents highlights and summaries of statistical data regarding trends in academic employment of scientists and engineers between 1978 and 1980. Data are reported concerning: (1) the employment status (whether employed part-time or full-time); (2) type of institution; (3) research and development activity; (4) field of employment; (5) institutional control; and (6) employment of women in the field. (CS)

ED 206 500 SE 035 593

Booklists for the Teaching of Mathematics in Schools: Background and Reference (Ref: B&R).

Mathematical Association, Leicester (England).

Pub Date-May 80

Note-34p.; For related documents, see SE 035 591-600.

Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, *Mathematical Applications, *Mathematics, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Resource Materials, Supplementary Reading Materials, Teacher Education

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom that deal with mathematics education background and reference. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 541 SO 013 567

Endo, Russell

Bibliographic Resources on Pacific/Asian Americans.

Pub Date-Aug 81

Note-12p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Toronto, Ontario, Canada, August, 1981).

Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Asian Americans, Chinese Americans, Ethnic Groups, Filipino Americans, Indochinese, *Information Sources, Japanese Americans, Korean Americans, Literature Reviews, Research Tools

This bibliographic listing of sources on Pacific/Asian American groups provides titles of existing bibliographies and literature reviews. Over 100 entries are included in the document. Most of the entries were published during the 1970's, with a few dating from the late 1960's and several from 1980 and 1981. The objective is to offer researchers, educators, and other interested people a usuable alternative to a comprehensive listing of historical, creative, and research literature which would contain several thousand individual entries. Entries are arranged in three sections. The first section is a general section on Pacific/Asian Americans. It includes works on teaching strategies for ethnic studies, ethnic information sources in the United States, and a guide to media and materials on ethnic groups. In the second, major section, entries are arranged by nationality (Chinese, Indochinese, Japanese, Koreans, Pacific Islanders, and Filipinos). The third section is on special topics and selected sources on racial/ethnic groups. Included in this section are works which focus on Asian Americans in children's books, cultural heritage, Asian women, the status of social services delivery to minorities in the United States, and drug use and abuse among minorities in the United States. For each entry, information is presented on author, title, number of pages, publisher, and date of publication. (DB)

Let's Cooperate II: The Costs and Benefits of Cooperation Between Recreation/Park and Education Agencies.

Committee for Recreation/Education Cooperation, Calif.

Spons Agency-California Park and Recreation Society, Inc., Sacramento.; California State Dept. of Education, Sacramento.; California State Dept. of Parks and Recreation, Sacramento.

Pub Date-May 81

Note-94p.; For related document, see ED 190 516.

Available from-CREC, 1400 K. St., Suite 302, Sacramento, CA 95814 ($1.00 ea.).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agency Cooperation, Community Programs, *Community Recreation Programs, *Community Services, *Cooperative Programs, Educational Facilities, Educational Finance, Local Government, Recreation Finances, Retrenchment, *School Districts, *Shared Services

Identifiers-California

The ideas and the information in this handbook illustrate the experiences of local recreation and education agencies that started cooperative programs in the face of declining resources and increasing demand for improved services. Funding distribution in California usually gives schools financial latitude in facilities and transporation, while recreation agencies often have stronger resources for maintenance, flexible staffing, and capital outlay. Examples are given of local cooperative efforts, such as the sponsorship of intramural programs and summer schools, development of school/park facilities, vocational education for students entering recreation-related fields, and joint use of surplus school property. Three appendices contain more detailed information for implementing and analyzing cooperative programs. The first gives the California legal codes governing local cooperative programs, and the second is a list of possible funding sources, such as grants and state and federal programs. The third appendix provides examples of cooperative agreements drawn up between local recreation and education entities, including: (1) a joint school maintenance program; (2) joint use of buses; (3) leasing a portion of a school; and (4) joint maintenance and operation of a community park pool. (FG)

Baker, Janice M.

Background Information on Staffing in Forty States to Serve Federally Funded Teacher Centers.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Jun 81

Contract-300-78-0408

Note-28p.; For related documents, see SP 018 841-842 and SP 018 845-848.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agency Role, Budgeting, *Coordinators, Differentiated Staffs, Educational Finance, Linking Agents, Professional Personnel, *Staff Utilization, *State Agencies, State Departments of Education, *State Federal Aid, *Teacher Centers

As one component of a larger effort to document state services to federally funded teacher centers, the National Teacher Center Resource Center collected background information on teacher center staffing at the state level during fiscal year 1980-81. This report, focusing primarily on the state teacher center coordinator, describes the organizational structure, key roles, time allocations to the teacher center role, and use of federal funds for support of the state coordinators of federally funded teacher centers that participated in the documentation effort. In addition, the report highlights staffing patterns and the use of federal funds for teacher center support staff. (Author/JD)

ED 206 338 JC 810 428

Champaigne, John

Developmental Studies Program Review, 1974-1981.

Community Coll. of the Finger Lakes, Canandaigua, N.Y.
Pub Date-81
Note-33p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, College Credits, Communication Skills, Community Colleges, Departments, *Developmental Studies Programs, Educational Counseling, Eligibility, High School Equivalency Programs, Interdisciplinary Approach, Objectives, Program Descriptions, Program Development, Program Evaluation, Remedial Reading, Study Skills, Two Year Colleges

The Developmental Studies Program described in this report has provided the Community College of the Finger Lakes since 1974 with a variety of services for academically deficient students. After noting that the establishment of the Department of Developmental Studies in Fall 1980 was a culmination of this long history of commitment to support services, the paper looks at the department's goals within the framework of the college's mission and lists specific goals and evidence of their accomplishment. The objectives and results of a 1974 developmental studies pilot project are then summarized. Next, the program's six current components are discussed: (1) the Personalized Approach to College Education (PACE) program, with a team-taught, interdisciplinary, developmental approach; (2) reading and study skills courses; (3) a communications skills course; (4) a High School Equivalency Program; (5) the College Learning Advancement Center to assist students in any course; and (6) other general educational development courses. The next sections review the evaluations of these program components, looking at attrition and success rates, grade point averages, dropout performance, program participation, and, in the case of the Learning Center, student evaluations. Each program component is also examined in terms of awarding of credit, grading trends, and criteria for enrollment. The final sections focus on academic advisement, departmental structure, and planned activities. (AYC)

Honig, Alice Sterling

Working in Partnership with Parents of Handicapped Infants.

Pub Date-Aug 81
Note-24p.; Paper presented at the John Hopkins University Infant Symposium (Baltimore, MD, August, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attachment Behavior, Child Caregivers, Counselor Client Relationship, *Disabilities, Emotional Response, Guidelines, *Infants, *Parent Participation, *Parents, *Parent Teacher Cooperation, *Professional Personnel, Social Workers, Teacher Role

Parents of handicapped children can provide valuable assistance to child caregivers and should be encouraged to become involved in the observation and education of their handicapped child. However, obstacles to optimal parent-caregiver cooperation may exist. Parents and caregivers may have different views of the infant and differ in knowledge of child growth and development; parents may be distressed by the birth of a handicapped child, and some parents may not immediately be able to respond to the emerging needs of the newborn and those of their spouse. Providers' attitudes may also reduce parent-caregiver cooperation if they reflect the disillusionment of caregivers, rigidity in use of materials, and disapproval of parents' lifestyle. Providers can improve communication with parents by (1) starting the relationship with parents as early as possible, (2) providing reliable support, (3) sharing knowledge about child development, (4) improving observation skills, (5) holding discussions with parents, (6) encouraging parents to think about the consequences of their behaviors, (7) encouraging parents to be positive, (8) sharing joy in small developmental advances, (9) praising specific achievements of parent and child, (10) treating the parent as an expert on details of the child's experiences, (11) using parent involvement techniques consistent with family needs, (12) marshaling community resources to serve parents, and (13) providing support for caregivers working with parents. (Author/RH)

ED 206 451 SE 035 475

Rogers, Dana B. And Others

BIOCONAID System (Bionic Control of Acceleration Induced Dimming). Final Report.

Dayton Univ., Ohio.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-81-3

Pub Date-Jul 81

Contract-F33615-77-C-0080

Note-112p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Aerospace Education, *Aircraft Pilots, Military Training, *Physiology, Postsecondary Education, *Simulation, Technical Education, *Vision, Visual Acuity, Visual Impairments

Identifiers-*Flight Simulation

The system described represents a new technique for enhancing the fidelity of flight simulators during high acceleration maneuvers. This technique forces the simulator pilot into active participation and energy expenditure similar to the aircraft pilot undergoing actual accelerations. The Bionic Control of Acceleration Induced Dimming (BIOCONAID) System consists of an electromyographic subsystem and software for four physiological models: cardiovascular model, g-suit model, straining model, and visual field model. Experimental results indicate that the system can realistically simulate visual dimming with straining during high accelerations. (Author/WB)

Orend, Richard J.
Leisure Participation in the South: Volume III Summary. Final Report
Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Report No.-HumRRO-PO-80-1
Pub Date-Jul 80
Note-72p.; For related documents, see SO 013 529-530. Appendix II may not reproduce clearly from EDRS in paper copy or microfiche due to small print type of original.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Science Research, *Cultural Activities, Data Analysis, Fine Arts, *Leisure Time, *Life Style, Policy Formation, Public Opinion, *Recreational Activities, Sociocultural Patterns, *Summative Evaluation, Surveys, Tables (Data)
Identifiers-*United States (South)

This document contains the appendices of a study undertaken to determine the nature of popular interest in and demand for cultural and artistic activities in 13 southen states. The general objective of the study was to provide information to policy makers on public opinion regarding the relative merits of elitist activities'' (high cultural activities such as attending operas and art galleries), and popular activities'' (a broader range of art and leisure-related activities such as camping) to development of policy on the arts. Data regarding current and likely future arts/leisure activities were collected in a self-administered mail survey of a probability sample for 13 southern states. A total of 3,196 questionnaires was delivered to potential respondents and 1,684 questionnaires were returned completed. This summary of leisure participation in the South is presented in four major sections. In Section I, the research study is introduced and the objectives and methodology are discussed. In Section II, results are summarized pertaining to various propositions about the patterns of leisure behavior and the desire to increase participation in various types of leisure/arts activities. Section III offers a summary of analyses of the structure of leisure participation in the South. The final section presents tables of data on the proportion and average of individuals participating in various leisure activites during a 12 month period, strength of desire to increase participation in various activities, reasons for increasing or not increasing activity, and participation clusters. Major conclusions of the study were that the demand for increased participation in each activity generally follows

ED 206 563 SO 013 599

Sustik, Joan M.

Art History Interactive Videodisc Project at the University of Iowa.

Iowa Univ., Iowa City. Weeg Computing Center.
Spons Agency-Iowa Univ., Iowa City. Office of Research and Development.
Pub Date-Jul 81
Note-14p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art History, *Computers, *Information Retrieval, *Library Automation, Program Descriptions, Program Evaluation, *Videodisc Recordings

A project which developed a retrieval system to evaluate the advantages and disadvantages of an interactive computer and video display system over traditional methods for using a slide library is described in this publication. The art school slide library of the University of Iowa stores transparencies which are arranged alphabetically within historical periods. Study cards, prints, and photographs supplement the collection. A subset of these 1000 black and white, glossy, 5'' x 7'' photographs of woodcuts and engravings by Albrecht Durer and by Raimondi were selected as the sample for this retrieval project. These original photographs were transferred single frame to 16mm film. From this film the transmissive videodisc was mastered and pressed. The following information on each photo was then entered into files on the computer: videodisc frame number; the Bartsch catalog number; the artist's name, the medium used, the date of completion; the state of rendition; title; and theme. Users can use any of these variables to retrieve the photos. The entire system was installed in the art school for evaluation by faculty, staff, and students. The major strengths of the system were identified as speed, ability to retrieve large amounts of information in one place, coordinating verbal information with visuals, research possibilities, and fun. Major weaknesses were poor image quality, the inability to

ED 206 670 TM 810 565

Supplementary Frame Assessment Phase II Manual.
Research Triangle Inst., Durham, N.C.
Spons Agency-Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-88p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Role, Educational Assessment, *Field Interviews, *Individual Testing, *Out of School Youth
Identifiers-Interviewers, *National Assessment of Educational Progress

The aim of the National Assessment of Educational Progress (NAEP) Supplementary Frame Assessment is to locate and assess samples of seventeen-year-olds no longer participating in the regular school curriculum. In this way a sample representative of the entire age group may be obtained for assessment purposes. Phase I of the study dealt with the acquisition of lists of eligible individuals from their high schools, while Phase II involves their location and assessment. Methods for obtaining changes of address, numerous field procedures for locating the individual, procedures for determining the individuals eligibility to take part in the assessment program upon the basis of stated criteria, and instructions for the administration of test packages, form the basis of this manual. Once located, the individual has to be persuaded to take part in the program, thus, interviewing techniques are stressed. Instructions are given for the administration of the Individual Screening Questionnaire (ISQ)- an inventory for eliciting background information, test packages and package supplements, and for the disbursement of incentive payments. The coding and gridding of questionnaires and assessment packages, other administrative tasks and methods of expense reimbursement are also outlined. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 690 TM 810 589

Fremer, John
Impact of Test Disclosure Legislation on Test Development.
Pub Date-Apr 81
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Equated Scores, *State Legislation, *Test Construction, *Testing Programs
Identifiers-Educational Testing Service, Graduate Management Admission Test, Graduate Record Examinations, Law School Admission Test, New York, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, Test Disclosure, *Testing Industry, Test of English as a Foreign Language, *Truth in Testing Legislation

Test disclosure legislation in New York State (LaValle Act) has had a major impact on the national testing programs administered by Educational Testing Services (ETS) for various sponsoring organizations. The paper reviews the immediate operational effects of test disclosure in the following areas: (1) increase in number of test forms developed; (2) acceleration of development of new equating methods; and (3) filing requirements and interpretive materials. Possible future changes in national testing programs also discussed are: impact of altering one of the basic conditions of testing; broadening input to the testing process; and changes in the nature of tests. (Author/BW)

ED 206 775 UD 021 635

Parkay, Forrest W.

The Relationship Between Psychological Characteristics and the Achievement of Black Inner-City High School Students.

Pub Date-[[illegible]]

Note-25p.; Paper presented at the Annual Convention of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Achievement, *Black Students, Content Analysis, *Disadvantaged Youth, High Schools, *Personality Traits, *Student Attitudes, *Student Behavior, Student Characteristics, Urban Schools

Identifiers-Illinois (Chicago)

The study described in this paper examined certain personality factors and dispositions characteristic of two types of inner city black high school students: those who achieve and those who fail to achieve. Interviews with eight black students from a ghetto high school in Chicago were analyzed. This analysis revealed six dichotomies which seemed to stand out in the behavior of inner city black students. The successful students demonstrated the latter characteristic in each of the following pairs: (1) ``presentness'' vs. realistic future orientation; (2) impulsivity and affective action vs. thoughtful reflection; (3) peer group conformity vs. independence; (4) nonconforming vs. conforming response to school demands; (5) negative vs. positive perceptions of authority; and (6) self contradiction and ambivalence vs. self confidence and autonomy. Excerpts from interviews with students are included in the paper. (Author/APM)

ED 206 291 IR 009 586

Gerke, Ray

Organization and Management of a Curriculum Library: A Description of Procedures and Practices.

Pub Date-2 Jun 81
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Cataloging, Classification, *Curriculum Study Centers, *Instructional Materials, Library Administration, *Library Collections, *Organization

Intended for librarians concerned with the structure and administration of a collection of curriculum materials within the framework of an academic library, this report describes the cataloging procedures of the Curriculum Laboratory at Tufts University. It discusses the use of Dewey Decimal Classification, treatment of non-book materials, retrieval of library materials, exceptions to standard cataloging practice, the value of a reorganization to a conventional card catalog and classification scheme, the organization of the children's literature collection, and the role of the Curriculum Laboratory within the academic library framework. (FM)

ED 206 753 UD 021 569

Pian, Canta

Asian Pacific American Women's Health Concerns.

Pub Date-14 Sep 78

Note-10p.; Paper presented at the Women and Health Roundtable (Washington, DC, September 14, 1978).

Available from-HEW, Division of Asian-American Affairs, 200 Indiana Avenue, SW, Washington, DC 20201 (no charge).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, Adjustment (to Environment), *Asian Americans, *Females, *Health Needs, *Health Services, Immigrants, *Mental Health

This paper discusses the adjustment and acculturation problems of Asian Pacific American women and how these problems relate to their health concerns. Information presented in the article is based on the observations of health service providers to the Asian community. The paper suggests that the diversity of Asian Americans (age, ethnic group, and socioeconomic status) should be taken into account when considering their health needs. Health needs for recent immigrants and adolescents are examined. The difficulties of acculturation are stressed and the mental health problems that may result are highlighted. Recommendations for improving health services to Asian Pacific American women are included. (APM)

ED 206 249 HE 014 331

Corporate Matching-Gift Programs 1980: Some Details and Variations.
Council for Financial Aid to Education, New York, N.Y.
Pub Date-May 80
Note-28p.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($2.00).
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Colleges, Comparative Analysis, *Educational Finance, *Employers, Endowment Funds, *Higher Education, *Industry, National Surveys, *Private Financial Support, *School Business Relationship, Universities
Identifiers-*Corporate Support, *Matching Gifts (Finance)

Employee matching-gift programs are examined as corporations develop and administer educational financial aid programs that advance corporate objectives and reflect their concerns for the financial health of colleges and universities. The Council for Financial Aid to Education (CFAE) annually surveys 972 colleges and universities on voluntary contributions. The 1978-79 survey reported $27.1 million in matching gifts, more than five times the $5.2 million reported by a similar number 11 years earlier. The distribution among different kinds of colleges is reported in tabular form. The CFAE Annual Survey of Corporate Contributions (n 759 companies) showed that in [illegible], 357 companies contributed $25,228,673 in matching funds to higher education. These same companies reported total educational support of [illegible]754,373. Topics discussed include: average gift increases, participation rate,

ED 206 316 IR 009 628

Willett, Holly G., Ed.

Library Programs for School Age Children. An Idea Exchange among Children's Librarians of the New Bedford Sub-Region, Eastern Massachusetts Regional Library System.

New Bedford Free Public Library, Mass.

Pub Date-Oct 80

Note-14p.

Available from-New Bedford Free Public Library, 613 Pleasant Street, New Bedford, MA 02740 ($1.00; also send a stamped, self addressed 9x12 envelope).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, *Childrens Games, Elementary Education, *Group Activities, Handicrafts, Individual Activities, Librarians, *Library Services, Public Libraries

Identifiers-Childrens Librarians

This booklet describes 18 children's activities which have been used successfully by children's librarians in southeastern Massachusetts. Ideas are presented for crafts workshops, contests, games and other activities, such as quilting, T-shirt printing, training for babysitters, pen pals, and photography. Performers and resource people listed include a clown, a magic show, two animal programs, and a UFO program. (FM)

ED 206 376 PS 012 315

Saville-Troike, Muriel

The Development of Bilingual and Bicultural Competence in Young Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-400-78-0008
Note-2[illegible]p.; To be published as a chapter in Current Topics in Early Childhood Eduation,'' Volume IV, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type- Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biculturalism, *Bilingual Education, Bilingualism, *Cognitive Development, Early Childhood Education, Language Acquisition, *Second Language Instruction, *Second Language Learning, Social Influences, *Socialization, Student Motivation, *Young Children

Young children's natural processes of language acquisition, the ways they learn a second language, and guides for teaching children a second language are discussed. Topics addressed include social influences on language acquisition, code-switching in bilingual communities, and the relationship of enculturation and acculturation to the development of bicultural competence. In addition, children's development of metalinguistic awareness in their second year, the influence of first

ED 206 415 PS 012 392

Bradley, Loretta J. Rogers, Frances A.

Measuring Nonverbal Expression of Feelings in Parent-Child Interactions: A Dilemma and a Solution.

Note-18p.; Paper presented at the Annual Meeting of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981). Accompanying photographs in original document have been omitted.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Research, *Emotional Response, *Nonverbal Communication, *Parent Child Relationship, *Parents, Preschool Children
Identifiers-*Self Disclosure

Thirty parents, 8 males and 22 females, whose children were enrolled in kindergarten, participated in this study, designed to elicit parents' nonverbal expression of feeling toward their children. Two faceless, 30-inch unisex dolls were designed to represent the child. Depending on the situation, the dolls were dressed as either male or female or as black or white. Parents, after completing the Jourards's Self-Disclosure Questionnaire (SDQ), were asked to demonstrate nonverbally how the situation made him/her feel toward the child (i.e. the doll), and to indicate nonverbally specific feeling evoked by that situation. Using the Nonverbal Emotional Response Test (NERT), designed for this study, parents' nonverbal responses to the stimulus situations were recorded and scored. Results indicated a positive relationship between the amount of information disclosed on the SDQ by parents and their expression of nonverbal feeling. As an implication of this study, the suggestion is made that as spouses reveal their inner thoughts and values more openly to each other they will in turn provide a similar, open relationship between themselves and their children. (Author/MP)

ED 206 476 SE 035 551

Buskirk, E. Drannon, Jr.
Cost-Effectiveness Analysis. Instructor Guide. Working for Clean Water: An Information Program for Advisory Groups.
Pennsylvania State Univ., Middletown. Inst. of State and Regional Affairs.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-81
Contract-EPA-CT900980-01
Note-38p.; For related documents, see SE 035 552-566 and SE 035 727.
Available from-Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Tape and slides only available for rental, $10.00 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Citizen Participation, *Cost Effectiveness, Economic Factors, Economics, *Environmental Education, Nonschool Educational Programs, Planning, *Postsecondary Education, Science Education, Social Studies, *Water Resources
Identifiers-*Waste Water Treatment

Presented is the instructor's manual for a one-hour presentation on cost-effectiveness analysis. Topics covered are the scope of

ED 206 501 SE 035 594

Booklists for the Teaching of Mathematics in Schools: Teaching Method and Mathematical Education (Ref: TME).

Mathematical Association, Leicester (England).
Pub Date-May 80
Note-25p.; For related documents, see SE 035 591-600.
Available from-The Mathematical Association, 259 London Road, Leicester, England LE2 3BE (write for correct price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Books, Elementary Secondary Education, Higher Education, Instructional Materials, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, *Resource Materials, Teacher Education, *Teaching Methods

Presented is a listing of books recommended by the Mathematical Association of the United Kingdom which focus on Teaching Methods and Mathematical Education. The following information on each book is provided: author; title; publisher; cost to the nearest pound; categories of use; and a code that indicates if the book in question is out of print, reprinted, and/or highly recommended. Brief annotations are provided with many of the entries. (MP)

ED 206 606 SP 018 845

Baker, Janice M.

A Description of Teacher Center Proposal Review Processes Conducted by State Education Agencies.

National Teacher Center Resource Center, Providence, R.I.; Rhode Island State Board of Education, Providence.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jun 81
Contract-300-78-0408
Note-36p.; For related documents, see SP 018 841-842 and SP 018 844-848.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Cooperation, *Evaluation Criteria, *Evaluation Methods, Federal Programs, *Program Evaluation, *Program Proposals, State Departments of Education, *State Standards, *Teacher Centers

The National Teacher Center Resource Center conducted a survey of all states and territories to obtain and report information on the state level process for evaluating proposals seeking funds for teacher centers through the federal Teacher Centers Program. The study focused on: (1) describing the proposal developers in terms of agency affiliation and funding cycle; and (2) examining the state review process with respect to timeframe for proposal review, coordination responsibilities for the process, type of review structure and representation of key groups, and

ED 206 650 TM 810 540

Osterlind, Steven J. Martois, John S.

Latent Trait Theory Applications to Test Item Bias Methodology. Research Memorandum No. 1.

Los Angeles County Superintendent of Schools, Calif. Div. of Program Evaluation, Research, and Pupil Services.; Oakland Unified School District, Calif. Dept. of Research and Evaluation.

Pub Date-Dec 80

Note-35p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, High Schools, *Latent Trait Theory, Racial Bias, *Statistical Analysis, *Test Bias, Test Items

Identifiers-*Rasch Model

This study discusses latent trait theory applications to test item bias methodology. A real data set is used in describing the rationale and application of the Rasch probabilistic model item calibrations across various ethnic group populations. A high school graduation proficiency test covering reading comprehension, writing mechanics, and mathematics was administered to 1,042 white and 11,441 black students in a large west coast school district. Using UCON estimation procedures for item difficulties, item plots for each ethnic group by the three separate subtests were prepared. The derivation of acceptable tolerance limits is described and applied to the current data set, wherein a biased item is revealed. The mathematics are given although their derivation is not described except when required for completeness. (Author/BW)

ED 206 710 TM 810 613

Singh, Balwant And Others

The Development and Analysis of a Test in Life Science for Middle School Students.

Pub Date- 80

Note-16p.; Colored pages may not reproduce clearly.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Difficulty Level, Grade 7, *Intermediate Grades, *Multiple Choice Tests, Natural Sciences, Pretests Posttests, *Science Tests, Scientific Concepts, *Scientific Literacy, Test Items, Test Reliability

It is suggested that most standardized science tests do not adequately assess the majority of concepts taught as part of the very diversified middle school science curriculum. The 50-item Life Science Test constructed by Portland Public Schools, Maine, herein presented, aims to resolve this inadequacy. The 40-minute multiple choice test incorporates items dealing with: science study skills; community relations; living and non-living factors in the environment; adaptation of the organisms to their environment; terrestrial and marine environment. Directions concerning test administration are provided for the test administrator and instructions for the student are incorporated in the test. The test

ED 206 732 TM 810 659

Egelston, Richard L.

Transferring Educational Success: Is the ESEA Title IV-C Model More Cost Effective Than the Title III Model in New York State?

Pub Date- 81
Note-16p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cost Effectiveness, *Educational Improvement, Federal Aid, *Grants, Models, Program Development, Program Implementation, *School Districts, *State School District Relationship
Identifiers-*Elementary Secondary Education Act Title III, *Elementary Secondary Education Act Title IV, New York

New York state established several types of grants to improve local educational practice, and three are examined in this report: Developer grants, Demonstrator grants, and Replicator grants. Policy evaluation performed at the level of a grants administration agency requires many types of data collection and analysis. This study compares the relative effectiveness of grants for the development of projects with grants for adoption of projects by using the dependent variable of grant award amount. The question of whether it was more efficient to improve local educational practice by awarding only Developer grants (the ESEA Title III model) or by awarding grants for Demonstration and Replication (the ESEA Title IV-C model) was specifically addressed. Discussion of the influences on program administration and on the grant awards over the past five years are provided. An indication of the necessity to continue Developer grants along with grants for adoption is included. (Author/GK)

ED 206 797 UD 021 688

Richter, Linda

Filipinos in America: Target Constituency for the New Society''.

Pub Date- 81

Note-30p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Activism, *Filipino Americans, *Group Unity, Immigrants, Investment, National Programs, *Political Attitudes, *Political Influences, Social Mobility, *Tourism

Identifiers-*Filipinos, Marcos (Ferdinand), *Philippines

The increasing number of Filipino immigrants to America has coincided with the martial law era in the Philippines. Consequently, this exodus has become a significant political issue for the government of Ferdinand Marcos. Since the Filipino government wishes to retain positive influence and goodwill with those who choose to settle elsewhere, it has initiated a number of questionable policies. First, the Marcos government's desire for popularity with Filipinos overseas has led the President to seek their goodwill at the expense of developmental goals at home. Specifically, the government's subsidized tourism and preferential investment policies for Filipino Americans have had a negative impact on most Filipinos remaining in the islands. Secondly, the government has attempted to manipulate Filipino American groups and individuals by rewarding those favorably inclined toward the President,

Walters, Pamela Barnhouse

Development and Production Leading to a Television Series on Parent Education. An Assessment of Parent Education and General Needs That Can Be Served by Educational Programming for Television. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.
Pub Date-30 Apr 77
Contract-300-76-0398
Note-101p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adults, *Broadcast Television, *Educational Television, Interviews, National Surveys, *Needs Assessment, *Programing (Broadcast), Questionnaires, Television Surveys, Television Viewing, Use Studies

This survey, which was conducted to assess the general needs of adult Americans that could be served by educational programming for

ED 206 358 JC 810 505

Guidelines for Occupational Program Assessment.
Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date- 80
Note-49p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees, Career Guidance, College Curriculum, College Instruction, Community Colleges, Cooperative Education, Educational Facilities, *Evaluation Criteria, Program Development, *Program Evaluation, *Research Design, Student Personnel Services, Student Placement, Teacher Qualifications, Two Year Colleges, Two Year College Students, *Vocational Education, Vocational Followup

ED 206 542 SO 013 571

Celebrezze, Anthony J., Jr. Walter, Franklin

Improving Voting in Ohio through Education. A Voter Education Program for Elementary Grades.

Ohio Dept. of State, Columbus.; Ohio State Dept. of Education, Columbus.

Pub Date-81

Note-132p.; Some photographs and charts with small print may not reproduce clearly from EDRS in microfiche or paper copy.

Available from-Secretary of State, Ohio Department of State, 14th Floor, State Office Tower, 88 East Broad Street, Columbus, OH 43216 (free).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Elections, Elementary Education, *Learning Activities, *Voting

This resource booklet contains activities for elementary teachers who want to teach their students about voting and the election process. Part

ED 206 628 TM 800 377

ACER Physics Unit Tests: Unit Tests, Diagnostic Aids. Australian Council for Educational Research, Hawthorn.
Pub Date-80
Note-296p.
Available from-Australian Council for Educational Research, Radford House, Frederick Street, Hawthorn, Victoria, 3122, Australia ($6.75).
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Atomic Theory, Diagnostic Teaching, *Diagnostic Tests, Electricity, Energy, Force, Foreign Countries, High Schools, Kinetic Molecular Theory, Light, Magnets, Motion, *Multiple Choice Tests, *Physics, Quantum Mechanics
Identifiers-Australia

The Physics Unit Tests are designed to assist in the diagnostic evaluation of students' progress in the study of physics during the last two years of secondary schooling. They consist of a collection of 21 separate tests, each related to a different topic, and 21 diagnostic aids corresponding to the tests. The topics covered are: physical measurement, vectors, motion in one dimension, motion on a plane,

Abductions

They Remember the Lost'' People.

ED 205 973

Abstract Reasoning

Strategies for Controlling Hypothesis Formation in Reading. Reading Education Report No. 22.

ED 205 912

Abstracts

Resources in Education (RIE). Volume 17, Number 1.

ED 205 671

Academic Achievement

Appraisal of Specific Aspects of Self, Salience, and Spontaneous Self-Esteem.

ED 205 843

Articulation.

ED 206 360

Attributions of Achievement for Academic Achievement: A Field Study.

ED 205 884

Classroom Reinforcement and Learning: A Quantitative Synthesis.

ED 206 044

A Cross-National Study of the Multilevel Effects of Social Background on Achievement.

ED 206 497

Dialect Interference in the Attainment of Literacy A Review of the Research.

ED 205 935

Dundalk Community College Developmental Education Research Project.

ED 206 332

The Effect of Homework Assignments on the Mathematics Achievement of College Students in Freshman Algebra.

ED 206 495

Experimental Schools Project, Edgewood Independent School District. Volume I: Final Summary Report.

ED 206 426

The Impact of Leisure-Time Television on School Learning: A Research Synthesis (Preliminary Version).

ED 206 049

In Search of Achievement Correlates in Title I Projects.

ED 206 788

Is There an Association Between Student's (1) Self Concept, (2) Liking for School, and (3) Choice of Time Spent in Subject Area and Their Level of Preparation for Fourth Grade? PREPS Research Project. 1980-81. Final Report .

ED 206 679

Language in the Transition from Home to School. Final Report to the Nuffield Foundation.

ED 206 405

Innovative Teaching Ideas. A Sharing of Teaching Tips, Ideas and Methods.

ED 205 704

Inservice Workshops on New and Emerging Agriculture/Natural Resources Occupation Instructional Materials. Final Report, January 1, 1980-June 30, 1981.

ED 205 743

Introduction to Animal Science. Unit A-3.

ED 205 696

Introduction to Crop Production. Unit A-7.

ED 205 699

Oregon Agriculture I Curriculum Guide.

ED 205 726

Programmable Calculators and Minicomputers in Agriculture. A Symposium Exploring Computerized Decision-Making Aids and Their Extension to the Farm Level. Proceedings of a Symposium (Hot Springs, Arkansas, February 6-7, 1980)

ED 206 272

A Project to Develop an Associate of Science Degree Curriculum in Renewable Energy Resources and Applications in Agriculture. Final Report, July 1, 1980-June 30, 1981.

ED 205 768

State-Level Administrative Structure and the Role of State Supervisors. Summary of Research.

ED 205 731

Summaries of Research and Development Activities in Agricultural Education, 1979-1980, United States of America.

ED 205 706

Tractor Safety. Unit A-9.

ED 205 698

Agricultural Engineering

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.

ED 205 685

Agricultural Occupations

A Project to Develop an Associate of Science Degree Curriculum in Renewable Energy Resources and Applications in Agriculture. Final Report, July 1, 1980-June 30, 1981.

ED 205 768

Agricultural Production

Agricultural Energy Practices. Agriculture Energy.

ED 205 790

Agricultural Science and Mechanics I and II. An Instructional Guide for Agricultural Education. Revised.

ED 205 685

Innovative Teaching Ideas. A Sharing of Teaching Tips, Ideas and Methods.

ED 205 704

Bellarmine College KY
Bellarmine College Alumni Survey.
ED 206 254

Bias
The Effect of Using More than One Type of Teacher Observation System in the Same Study.
ED 206 712

Bibliographic Utilities
Ownership and Distribution of Bibliographic Data: Highlights of a Meeting Held by the Library of Congress Network Advisory Committee (March 4-5, 1980). Working Document.
ED 206 293

Bibliographies
Integrated Science, An Introduction and Bibliography.
ED 206 456

Bibliotherapy
Structured Group Counseling and Bibliotherapy as In-School Strategies for Preventing Problems in Children from Changing Families.
ED 205 839

Bilingual Education
Bilingual Education: An Experience in Peruvian Amazonia.
ED 206 160

Bilingual Education Teacher Handbook: Strategies for the Design of Multicultural Curriculum.
ED 206 192

Comprehensive High School Bilingual Program. ESEA Title VII. Final Evaluation Report, 1979-80.
ED 206 749

Desegregation of Hispanics and its Implications: A Critical Issue for the 1980s.
ED 206 786

The Development of Bilingual and Bicultural Competence in Young Children.
ED 206 376

ERIC Bibliography of Multicultural and Bilingual Education 1976 - April 1981.
ED 206 564

Evaluation Report for the District 30 Title VII Bilingual Program, 1980-1981.
ED 206 782

Industrial Arts Safety Guide. Cambodian. Bilingual Education Resource Series.
ED 205 709

Industrial Arts Safety Guide. Chinese. Bilingual Education Resource Series.
ED 205 710

Industrial Arts Safety Guide. Ilokano. Bilingual Education Resource Series.

Educational Technology: Strategies for Developing Awareness. A Report Presented at the General Session of the Association for Educational Communications and Technology, (2nd, Denver, Colorado, April 22, 1980).
ED 206 306

Implementing Innovations in Schools: A Concerns-Based Approach.
ED 206 109

Management Analysis Paper for the New Quadrivium. A Proposal for the Restructuring of Teaching and Learning in Dundee College of Education.
ED 206 616

Operationalizing Advocacy: An Analysis of Dean's Roles as Project Directors of Deans Grants.
ED 206 587

A Pro-Active Model for Curriculum Change.
ED 206 078

Characterization

The Image of the Woman Journalist in American Popular Fiction 1890 to the Present.
ED 205 958

Charisma

Charismatic Leadership: The Historical Development of a Political Concept.
ED 206 540

Check Lists

Needs Assessment: Pupil Personnel Services.
ED 206 736

ACER Chemistry Test Item Collection (ACER CHEMTIC Year 12 Supplement).
ED 206 719

Hazardous Chemicals: A Manual for Schools and Colleges.
ED 206 510//

Chicago Public Schools IL

FY 80 Evaluation Report: A Survey of the Speech Assistant Program FY 80, Title I 89-313.
ED 206 673

Chicanos

Language Usage and the Status Attainment of Chicano Males. Bilingual Education Paper Series, Vol. No. 6.
ED 206 441

Chichewa

Learning Chichewa: Book 1, Lessons 1-10. Peace Corps Language Handbook Series.
ED 206 157

Learning Chichewa: Book 2, Lessons 11-20. Peace Corps Language Handbook Series.
ED 206 158

Learning Chichewa: Teacher's Manual. Peace Corps Language Handbook Series.
ED 206 159

Leader Communication Style: Toward the Development of a Multi-Dimensional Model.
ED 206 018

Mass Media, Interpersonal, and Social Background Influences in Two Canadian American Settings.
ED 206 015

The Measurement of Political Opinion Leadership.
ED 206 022

Models of Arguments Using Multiple Bits of Evidence.
ED 206 028

Review of 1980 CPB Communication Research Findings.
ED 206 035

Rules for Creating Health Care Relationships through Talk.
ED 206 019

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1981. Status Report 66.
ED 206 038

Student Network Factors and Classroom Performance.
ED 206 013

A Successful Transplant of Wait-Time and Questioning Strategies to Children's Oral Language Behaviors.
ED 205 951

Treatment of Speech Anxiety: A Sequential Dismantling of Speech Skills Training, Coping Skills Training, and Paradox.
ED 206 026

Communication Skills

Assessing the Writing Skill of Prospective English Teachers.
ED 205 986

Children's Discourse in Cooperative and Didactic Interaction: Developmental Patterns in Effective Learning.
ED 206 378

Communicating University Research.
ED 206 226

Communication Effectiveness in Multinational Organizations: Developing Universal Intercultural Skills.
ED 206 014

The Mobile Classroom in Central Queensland. Priority Country Area Program Evaluation Series: Report No. 4.
ED 206 429

The Stability of Oral Proficiency Assessment on the Oral Interview Testing Procedures.
ED 206 177

Communication Styles

Frequency of Non-Injury Employee Medical Visits as a Function of Supervisory Communication.
ED 206 032

Communications

Cooking Instruction

Multi-Cultural Competency-Based Vocational Curricula. Food Service. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.
ED 205 786

Cooperating Teachers

Personality Influences on Student and Cooperating Teacher Attitudes Toward Teaching.
ED 206 591

Cooperative Education

Career Counseling Materials and Techniques for Use With Vietnamese.
ED 206 758

A Comparison of Four Alternative Delivery Systems for Vocational Education: Apprenticeship, CETA, Cooperative Education, and Industrial Training. Final Report.
ED 205 801

Cooperative Planning

Campus and Community.
ED 206 219

Cooperative Programs

Coordinating Federal Programs: Vocational Education and CETA. Vocational Education Study Publication No. 7.
ED 205 830

Evaluation Report of the Family Farm Program: 1980-1981. First Year Report.
ED 206 439

Interface. Growing Initiatives Between the Corporation and the Campus Toward Greater Mutual Understanding.
ED 206 243

Interface through Cooperative Agreements: Eleven Examples of How It Can Work.
ED 206 366

Let's Cooperate II: The Costs and Benefits of Cooperation Between Recreation/Park and Education Agencies.
ED 206 584

P.L. 94-142 and Rural Area Schools: A Case for Consortium.
ED 206 438

The Urban Education Network: Documentation and Commentary on Its Development.
ED 206 755

Cooperative Work Experience Education Programs

Career Counseling Materials and Techniques for Use With Vietnamese.
ED 206 758

Coordination

Coordinating Federal Programs: Vocational Education and CETA. Vocational Education Study Publication No. 7.
ED 205 830

Organizing to Work with CETA. Information Series No. 224.
ED 205 772

Delinquent Rehabilitation

States Are Funding Juvenile Justice Projects That Conform to Legislative Objectives. Report by the Comptroller General of the United States to the Subcommittee on State, Justice, Commerce, the Judiciary and Related Agencies. Committee on Appropriations, United States Senate.
ED 205 850

Delivery Systems

Better Use of Instructional Data Processing at an Intermediate Education Service Agency.
ED 206 718

Community Coordinated Child Care Systems: Perspectives from Model Organizations.
ED 206 384

A Comparison of Four Alternative Delivery Systems for Vocational Education: Apprenticeship, CETA, Cooperative Education, and Industrial Training. Final Report.
ED 20[illegible] 801

A Concerns-Based Model for the Delivery of Inservice.
ED 206 620

Consumer Education for the Elderly. Final Report, August 1, 1980-June 30, 1981.
ED 205 770

Coping Skills Training and the Prevention of Fears.
ED 205 835

In-Service Education for School Personnel in Virginia. Guiding Principles. A Priority in Pursuit of Quality Education.
ED 206 617

The State Role: A Documentation Report of Services to Teacher Centers Funded Through the Federal Teacher Centers Program. Executive Summary.
ED 206 604

User's Guide to Educational Marketing: A Practical Approach for Responding to Community Needs.
ED 206 364

Women and Drug Abuse Treatment: Needs and Services. Services Research Monograph Series.
ED 205 860

Delphi Technique

A Pro-Active Model for Curriculum Change.
ED 206 078

Democracy

Democracy and Free Speech: A Normative Theory of Society and Government.
ED 205 949

Demography

The Quality of Life in America's Cities.
ED 206 784

Demonstration Programs

Organizing to Work with CETA. Information Series No. 224.
ED 205 772

A Proposal for Demonstration of the Training and Re-Training of Education Decision-Makers for Conducting Career Education Programs. Final Report, October 1, 1978-January 31, 1980.
ED 205 672

Educational Counseling

Teenage Parents: An Educational Program for Intervention.
ED 205 854

Educational Development

Adult Education Development and the NAEP. Report of the All India Adult Education Conference (32nd, Amritsar, India, October 7-9, 1979). Series No. 134.
ED 205 812

From School To Work: A European Perspective. Information Series No. 229.
ED 205 777

The Kindergarten: A Retrospective and Contemporary View.
ED 206 375

Macrothesaurus for Information Processing in the Field of Economic and Social Development. New English Edition.
ED 206 276

Summaries of Research and Development Activities in Agricultural Education, 1979-1980, United States of America.
ED 205 706

Symbolism and Survival in Developing Organizations: Regional Colleges in Israel.
ED 206 208

Educational Diagnosis

Divergent Perceptions of School Psychological Services.
ED 205 848

Educational Discrimination

Equity and Vocational Education: From an Economist's Perspective.
ED 205 673

Educational Diversity

A Study of Alternatives in American Education, Vol. V: Diversity in the Classroom.
ED 206 059

Educational Economics

Results of the 1980 NACUBO Comparative Performance Study and Investment Questionnaire.
ED 206 240

Summary Results of the 1980 NACUBO Comparative Performance Study and Investment Questionnaire.
ED 206 239

Educational Environment

Multivariate Analysis of Self-Perceptions.
ED 206 647

The Job Creation Potential of Solar and Conservation: A Critical Evaluation.
ED 205 757

Recruiting Trends 1980-81. A Study of 562 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.
ED 206 210

Technological Change and Women Workers: The Development of Microelectronics. World Conference of the United Nations Decade for Women: Equality, Development, and Peace. Report Number 80-14948.
ED 205 674

Employment Patterns

Academic Employment of Scientists and Engineers Increased 6% Between 1978 and 1980. Science Resources Studies Highlights.
ED 206 475

Employment Opportunities for Ph.D. Scientists and Engineers Shift From Academia to Industry. Science Resources Studies Highlights.
ED 206 457

Future World of Work. Long Range Planning Assistance for Local United Ways.
ED 205 716

A Report on Follow-Up of Graduates Who Completed Preparation for Initial Entry into Classroom Teaching (Graduate Placement Report), 1978-79.
ED 206 577

A Survey of Medical Technology Graduates of Illinois State University: 1972-1979.
ED 206 24[illegible]

Employment Potential

Techniques for the Elimination of Drop-Outs within CETA Programs.
ED 205 828

Employment Practices

Future World of Work. Long Range Planning Assistance for Local United Ways.
ED 205 716

Employment Problems

A Study of Educational Needs of Older Adults in Illinois. Final Report.
ED 205 718

Employment Programs

Catalog of CETA Governors' Grants Program and Activities. Volume II.
ED 205 761

Evaluating EOPS: A User Oriented Procedure.
ED 206 362

Organizing to Work with CETA. Information Series No. 224.
ED 205 772

Overview 80: Governors and CETA. Volume 1.
ED 205 760

Experimental Curriculum

Integrating the Community and the Classroom: A Sampler of Postsecondary Courses.

ED 206 244

Experimental Schools Program

Experimental Schools Project, Edgewood Independent School District. Volume I: Final Summary Report.

ED 206 426

Supplement to the Final Report on the Edgewood School Plan. Volume II.

ED 206 427

Expository Writing

Style Manuals in Madison Memorial Library.

ED 206 297

Expressive Language

Second Language Lexical Acquisition: Issues and Problems.

ED 206 154

Extended Opportunity Programs and Services

Evaluating EOPS: A User Oriented Procedure.

ED 206 362

Extended School Year

Judicial Interpretations of What Constitutes Appropriate Educational Programs for Handicapped Children. Draft.

ED 206 136

Extension Education

Distance Education in Entwicklungslandern.

ED 206 211

Evaluation Report of the Family Farm Program: 1980-1981. First Year Report.

ED 206 439

Extension Home Economics in the '80s: Issues Trends Needs.

ED 205 809

Quality Control in Off-Campus Degree Programs. AAHE-ERIC/Higher Education Research Currents, September 1981.

ED 206 253

Fables

Dimensions of the Development of Moral Judgment as Reflected in Children's Responses to Fables.

ED 205 889

Facial Expressions

Physiognomic Perception of Positive and Negative Stimuli Among Pre-School Children.

ED 206 416

Facility Guidelines

A Playground for All Children. Book 1: User Groups and Site Selection. Book 2: Design Competition Program.

ED 206 397

Facility Improvement

Insulation.

A Study to Determine the Impact of Basic Skills and Functional Literacy Requirements on Meeting the Vocational Needs of Secondary Students. Final Report, July 1, 1979-June 30, 1981.
ED 205 683

Functional Reading

Using the Want Ads. A Janus Survival Guide.
ED 205 996

Fund Application

A Funding Process to Distribute Federal Vocational Education Dollars in Minnesota According to P.L. 94-482. Final Report, November 7, 1980 through March 14, 1981.
ED 205 682

Fund Raising

How Corporations Can Aid Colleges and Universities.
ED 206 247

Futures (of Society)

Educating for the Future in Family Life. Information Series No. 228.
ED 205 776

Extension Home Economics in the '80s: Issues Trends Needs.
ED 205 809

Future Applications of Electronic Technology to Education.
ED 206 260

Future World of Work. Long Range Planning Assistance for Local United Ways.
ED 205 716

Meeting Environmental Workforce Needs. Determining Education and Training Requirements. Proceedings of the National Conference on Meeting Environmental Workforce Needs (Washington, D.C., February 1981).
ED 205 802

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